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HOLT

Elements of
Language

SECOND COURSE

Developmental Language Skills

Guided Practice in

- Grammar
- Usage
- Mechanics

HOLT

**Teacher
One Stop™**

Materials in this booklet can be
previewed and printed from the
Teacher One Stop™ DVD.

Answer Keys are located on the
Teacher One Stop™ DVD.

HOLT, RINEHART AND WINSTON

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Using This Workbook

The worksheets in this workbook provide instruction, practice, and reinforcement for *Elements of Language* and *Language Skills Practice*.

This workbook is designed to supplement *Language Skills Practice* by providing additional instruction and practice to students who have not yet mastered the rules and topics covered in *Elements of Language*.

You will find throughout the workbook several special features, which have been added to aid students' mastery of grammar, usage, and mechanics. The special features include notes, reminders, tips, points of instruction after instructional and exercise examples, and guided practice for the first one or two items in each exercise.

- **Notes** provide students with pertinent information related to the rule or topic covered on a given worksheet.
- **Reminders** review grammatical terms and concepts that were covered on previous worksheets.
- **Tips** provide students with tangible aids for understanding abstract concepts. These tips include mnemonic devices, identification tests, and recognition strategies.
- **Points of Instruction** explain how the rule or topic applies to the instructional and exercise examples provided.
- **Guided Practice** helps students with the first one or two items of each exercise by asking questions that guide students to the correct answer.

Teacher's Notes and an **Answer Key** are provided on the *Teacher One Stop*™ DVD-ROM with ExamView® Test Generator.

Symbols for Revising and Proofreading

Symbol	Example	Meaning of Symbol
≡	at Scott lake ≡	Capitalize a lowercase letter.
/	a gift for my U ncle	Lowercase a capital letter.
^	cost ^{fifty} cents ^	Insert a missing word, letter, or punctuation mark.
↵	by ^{our} their house ↵	Replace something.
g	What day is is it? ^g	Leave out a word, letter, or punctuation mark.
U	re l ieved	Change the order of letters or words.
¶	¶ The last step is	Begin a new paragraph.
o	Please be patient. ^o	Add a period.
,	Yes, [,] that's right.	Add a comma.

Sentence or Sentence Fragment?

- 1a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

	S	V	
SENTENCES			Rain fell on the canvas tent. [The subject is <i>Rain</i> , and the verb is <i>fell</i> .]
	V	S	
			Isn't one of the <i>Black Stallion</i> series of books your favorite? [The subject is <i>one</i> , and the verb is <i>Is</i> .]
	V		
			Get an umbrella with a wood handle. [The subject is understood to be <i>you</i> in this sentence. The verb is <i>Get</i> .]
	S	V	
			What a lovely sunset we saw! [The subject is <i>we</i> , and the verb is <i>saw</i> .]

EXERCISE A Add capital letters and end marks to the following word groups to make them sentences. Write your answers on the lines provided.

Example 1. according to legend, Atlas was a North African king [This word group has a subject, *Atlas*, and a verb, *was*. Capitalize the first word and put a period at the end to make it a sentence.]

According to legend, Atlas was a North African king.

1. six apples had been placed in the bowl [Does the word group have a subject and a verb? Which word should be capitalized? What end mark should be used?]

2. we have already discussed that story

3. my pen leaked all over my paper

4. a dozen white candles were burning in the dark fireplace

5. what should we finish first

for **CHAPTER 1: THE PARTS OF A SENTENCE** **page 50** *continued*

A *sentence fragment* is a word group that looks like a sentence but does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENTS Fell on the canvas tent. [This word group has a verb, *Fell*, but it does not have a subject.]

One of the *Black Stallion* series of books? [This word group has a subject, *One*, but it does not have a verb.]

After we watched the lovely sunset. [This word group has a subject, *we*, and a verb, *watched*, but it does not express a complete thought.]

NOTE A sentence always has a subject. However, sometimes the subject is not shown in the sentence. The subject may be understood to be “you,” the person or persons the sentence is addressing.

EXAMPLE (*You*) Show me the plans. [The understood subject is *You*—the person or persons being addressed.]

EXERCISE B Identify each of the following word groups as either a sentence or a sentence fragment. On the line provided, write *S* for sentence or *F* for sentence fragment.

Example *F* 1. Had been a student of his several years earlier. [This word group does not have a subject.]

_____ 6. The next paragraph in the textbook. [Does this word group have a subject and a verb?]

_____ 7. Someone let my hamster out!

_____ 8. Named for the Biloxi people, American Indians of Mississippi?

_____ 9. My room, which is on the second floor.

_____ 10. Do not neglect your teeth.

EXERCISE C Some of the following word groups are sentences, and some are not. For each sentence, insert proper capitalization and an appropriate end mark. Cross out each word group that is not a sentence.

Example 1. *T* he wooden blinds had been lowered. [This word group has a subject, *blinds*, and a verb, *had been lowered*, and it expresses a complete thought. Capitalizing the first word and adding a period at the end will make this word group a sentence.]

11. have you ever been to another state [Does this word group have a subject and a verb? What end mark would be appropriate?]

12. in the exact center of the hotel lobby

13. call Stacey, Clint, Heather, and Victor

14. paddling around the shallow pool

15. save some of your allowance

The Subject

Subjects

Every sentence has two basic parts: the subject and the predicate.

1b. A **subject** tells *whom* or *what* the sentence is about.

The subject can appear at the beginning, the middle, or at the end of a sentence.

EXAMPLES **Senator Smith** served many years in Congress. [The sentence tells something about *Senator Smith*.]

Was **one of the baskets** missing? [The sentence tells something about *one of the baskets*.]

At the end of the road was **Neal's Lumber Yard**. [The sentence tells something about *Neal's Lumber Yard*.]

EXERCISE A Underline the subject in each of the following sentences.

Example 1. On the table were several keys. [The sentence tells something about *several keys*.]

1. Has my letter from Grandmother arrived? [What word group does the sentence tell something about?]
2. I am the oldest of five brothers.
3. Some of the Mayan buildings from that time survived.
4. Mary noticed a bit of fur behind the shrub.
5. Can you name all of the Seven Wonders of the World?

Simple Subjects

The complete subject is made up of all the words that tell *whom* or *what* the sentence is about. The simple subject is the main word or word group in the complete subject. The simple subject may be a single word or a group of words that is considered a single unit.

1c. The **simple subject** is the main word or word group that tells *whom* or *what* the sentence is about.

EXAMPLE The green **book** with the horse on the cover is my favorite. [The sentence tells something about the complete subject, *The green book with the horse on the cover*. The main word in the complete subject is *book*. *Book* is the simple subject.]

TIP The simple subject is never found after a preposition. Some common prepositions are *about*, *among*, *at*, *for*, *from*, *in*, *of*, *under*, and *with*. To find the simple subject, cross out any preposition and the noun or pronoun that follows it.

EXAMPLE The green **book** ~~with the horse on the cover~~ is my favorite. [*Book* is the subject, not *horse* or *cover*.]

EXERCISE B Underline each simple subject in each of the following sentences.

Example 1. One of the kittens was sleeping on the sofa. [The sentence tells something about the complete subject, *One of the kittens*. The simple subject is *One*. *Kittens* follows the preposition *of*, so *kittens* cannot be the subject.]

6. The two girls from the chess club gave a speech to the class. [The sentence tells something about the complete subject, *The two girls from the chess club*. What is the main word in the complete subject?]
7. Is the bicycle with the graphite frame yours?
8. Colorful flowers nodded in the breeze.
9. Is maple a hardwood?
10. Out of the forest and into the bright sunlight stepped a deer.

Compound Subjects

- 1f.** A **compound subject** consists of two or more connected subjects that have the same verb.

EXAMPLES *The Black Stallion* and *King of the Wind* are my favorite books. [Both *The Black Stallion* and *King of the Wind* are subjects of the verb *are*.]

A **pair** of balloons and a blue **package** lay on my doorstep. [Both *pair* and *package* are subjects of the verb *lay*.]

EXERCISE C Underline each simple subject in the following sentences. Hint: Some subjects may be compound.

Example 1. Glossy green paint and golden brass shone on the front door. [Both *paint* and *brass* are subjects of the verb *shone*.]

11. Two of the kittens had six toes on each foot. [What word is the subject of the verb *had*?]
12. Everybody on the bus laughed.
13. A huge swan of ice and a bowl of fruit sat in the middle of the table.
14. One of the girls in the band made a good suggestion.
15. Red and green apples tumbled to the floor.

The Predicate

Predicates

1d. The **predicate** of a sentence tells something about the subject.

The *complete predicate* includes everything in the sentence that is not part of the complete subject.

PREDICATES Thunder **rumbled**. [*Rumbled* tells something about the subject *Thunder*.]

In the distance flashed lightning bolts. [*In the distance flashed* tells something about the subject *lightning bolts*.]

Didn't you close the door? [*Didn't close the door* tells something about the subject *you*.]

Close the door. [*Close the door* tells something about the subject, which is understood to be *you*.]

The complete predicate can appear at the beginning or at the end of a sentence. The predicate can also be divided.

BEGINNING **On the front door hung** a wreath of red leaves.

END A wreath of red leaves **hung on the front door**.

DIVIDED **On the front door,** a wreath of red leaves **hung**.

EXERCISE A Underline the complete predicate in each of the following sentences.

Example 1. Shouldn't you do your homework before leaving for the mall? [*Shouldn't do your homework before leaving for the mall* tells something about the subject *you*.]

1. Wash the dishes in the sink, please. [What words tell something about the subject, which is understood to be *you*?]
2. A metal staircase led to the roof.
3. The drill press was encircled by a yellow line on the floor.
4. Our treasurer and the board of directors met.
5. Were you on the committee?

Simple Predicates

1e. The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

ONE WORD Teresa **sent** a letter to her aunt. [The word *sent* is the main word that tells something about the subject *Teresa*.]

WORD GROUP Teresa **had been sending** a letter to her aunt every month. [The word group *had been sending* is the main word group that tells something about the subject *Teresa*.]

for **CHAPTER 1: THE PARTS OF A SENTENCE** **pages 55–63** *continued*

Parts of the verb can be separated from each other.

EXAMPLE **Would** you **send** the letter to your aunt? [*Would* and *send* are separated by the subject *you*.]

NOTE The words *not* and *never* often appear with verbs but are not verbs. Even when *–n’t*, the contraction for *not*, is attached to a verb, *–n’t* is not a verb.

EXAMPLE The wreath **didn’t last** though the storm. [The parts of the verb *did last* are separated by the contraction *n’t*.]

EXERCISE B Underline the verb in each of the following sentences. Remember to underline all parts of the verb.

Example 1. May we use a calculator? [The word group *May use* tells something about the subject *we*.]

6. Carl shut the window tightly. [Which word tells something about the subject *Carl*?]

7. Has the storm passed?

8. Gabriella caught the ball!

9. Please hand me the dictionary.

10. The new building was quickly completed.

Compound Verbs

1g. A **compound verb** consists of two or more verbs that have the same subject.

EXAMPLE She **wrote** and **sent** a letter to her aunt. [Both *wrote* and *sent* tell something about the subject *She*.]

EXERCISE C Underline each verb in the following sentences. Some sentences have compound verbs. Hint: Do not underline *–n’t*, *not*, or *never*.

Example 1. Listen carefully and take notes. [Both *Listen* and *take* tell something about the understood subject *you*.]

11. This keyboard plug does not match our port. [Which words tell something about the subject *plug*?]

12. We smashed the rock and saw brilliant lavender crystals inside.

13. Consider the alternatives but do make a decision.

14. Have the geese flown south for the winter yet?

15. This company will pack, wrap, label, and ship your package.

Classifying Sentences by Purpose

Every sentence has a purpose. All sentences can be classified as having one of these four purposes: *declarative*, *imperative*, *interrogative*, and *exclamatory*.

1h. A **declarative sentence** makes a statement and ends with a period.

EXAMPLES I ride the bus. [This sentence makes a statement.]
The building is three stories tall. [This sentence makes a statement.]

1i. An **imperative sentence** gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

EXAMPLES Support public transportation. [command]
Don't be late, Jerry. [request]
Throw the ball! [strong command]

NOTE The subject of a command or a request is always *you*. When *you* doesn't appear in the sentence, *you* is called the *understood subject*.

EXERCISE A Identify the purpose of each of the following sentences. On the line provided, write *DEC* if the sentence is *declarative* or *IMP* if it is *imperative*.

Examples DEC 1. The Natchez people lived on the southern Mississippi River. [This sentence makes a statement.]

IMP 2. Wake up, Rick! [This sentence gives a command.]

- _____ 1. Turn your tests over now. [Does this sentence make a statement or give a command or request?]
- _____ 2. Clouds were gathering in the sky. [Does this sentence make a statement or give a command or request?]
- _____ 3. Report to the office!
- _____ 4. The recycling box is in the corner.
- _____ 5. The old tree in the backyard must be cut down.
- _____ 6. Ashley, just wait five more minutes.
- _____ 7. Please pass the mashed potatoes.
- _____ 8. The bird feeder has attracted many birds.
- _____ 9. The final exam will be on Tuesday.
- _____ 10. Call the fire department right now!

for **CHAPTER 1: THE PARTS OF A SENTENCE** **page 65** *continued*

1j. An **interrogative sentence** asks a question and ends with a question mark.

INTERROGATIVE Do you ride the bus?

1k. An **exclamatory sentence** shows excitement or strong feeling and ends with an exclamation point.

EXCLAMATORY What a good bargain bus rides are!
Bus rides are cheap!

EXERCISE B Identify the purpose of each of the following sentences. Write *INT* for *interrogative* sentence, or *EXC* for *exclamatory* sentence on the line provided.

Examples INT 1. Were you there? [This sentence asks a question.]

EXC 2. You had better save some soup for me! [This sentence shows strong feeling.]

_____ 11. What a lucky coincidence this is! [Does this sentence ask a question or show a strong feeling?]

_____ 12. Did you save me a seat? [Does this sentence ask a question or show a strong feeling?]

_____ 13. How silly that penguin looked on land!

_____ 14. I got an A!

_____ 15. Was the movie funny?

_____ 16. We won the championship!

_____ 17. Who left this book behind?

_____ 18. How you must have laughed at such a sight!

_____ 19. Has the new library opened yet?

_____ 20. When does winter begin?

The Noun

Nouns, Compound Nouns

2a. A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS grandmother, police officer, Albert Einstein, Mrs. Evans

PLACES valley, day care, Gulf of Mexico, country, Cornerstone Books

THINGS Valentine's Day, highway, dozen, Internal Revenue Service

IDEAS happiness, self-interest, thought, unity

TIP To decide whether a word is a noun, try placing the word in the blank in one of the following sentences. If the word makes sense in the sentence, then the word is probably a noun.

EXAMPLES I got a new _____. or I like _____.
I got a new computer. I like honesty.

Did you notice that some nouns are made up of more than one word? A **compound noun** is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

ONE WORD bookcase, basketball, hourglass

HYPHENATED WORD brother-in-law, great-uncle, warm-up

TWO OR MORE WORDS lieutenant governor, San Diego Zoo, parking lot

EXERCISE A Underline the nouns in each of the following sentences.

Example 1. The twelve-year-old carried two bags from Ed's Groceries to the car. [*Twelve-year-old* is a person, *bags* are things, *Ed's Groceries* is a place, and *car* is a thing, so all four of these are nouns.]

1. Jenna slid the pocketbook into the drawer. [Are there any people in this sentence? any things? any places? any ideas?]
2. Save your money for a rainy day.
3. Oh, no! The pigs have knocked the fence down again.
4. Is Kendra planning on a career in technology?
5. Mr. Jenson is a teacher at Jefferson High School.

Common Nouns and Proper Nouns

As you may have noticed, some nouns begin with capital letters and others do not. A **common noun** names any one of a group of persons, places, things, or ideas. Common nouns are not capitalized. A **proper noun** names a particular person, place, thing, or idea. Proper nouns are capitalized.

for **CHAPTER 2: PARTS OF SPEECH OVERVIEW** **pages 71–75** *continued***COMMON NOUNS** person, car, store, state**PROPER NOUNS** Dr. Linda Cartwright, Corvette, Ralph's Bike Shop, New Hampshire

TIP To identify a proper noun, try placing *a* or *an* in front of the noun. If *a* or *an* does not make sense in front of the noun, the noun is probably a proper noun. For example, *a Mount Rushmore* doesn't make sense. Therefore, *Mount Rushmore* is a proper noun.

EXERCISE B For each underlined noun in the following sentences, write *C* above each *common noun* and *P* above each *proper noun*.

Example 1. That saw is made by Butler Tools and is available. [Saw is common noun because it names any one of a group of saws. *Butler Tools* is a proper noun because it names a particular company.]

6. Our Niceville Tennis Club meets every Saturday for two hours at these courts.

7. A string of diamonds glittered in the window of the shop.

8. The Atlas Mountains border on the Sahara.

9. Mrs. Chase gave a party for our class at Riverside Middle School.

10. Do you know the stories of King Arthur and his knights?

Concrete and Abstract Nouns

Many nouns name people, places, and things. Other nouns name ideas. A **concrete noun** names a person, place, or thing that can be perceived by one of the senses (sight, hearing, taste, touch, and smell). An **abstract noun** is a word that names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS sand, Fido, man, roar**ABSTRACT NOUNS** love, truth, loyalty, evil

EXERCISE C Write *A* on the line next to each *abstract noun* and *C* next to each *concrete noun*.

Example C 1. family [*Family* is a concrete noun because a family is a thing that can be seen.]

_____ 11. team [Is a team a thing _____ 16. Empire State Building

that can be seen?] _____ 17. house

_____ 12. joy _____ 18. fingernail

_____ 13. pencil _____ 19. choir

_____ 14. kindness _____ 20. intensity

_____ 15. group

The Pronoun

2h. A **pronoun** is a word used in place of one or more nouns or pronouns.

Writers and speakers often use pronouns to avoid repeating a name or a word.

EXAMPLES Will Kendra walk Kendra's dog this afternoon? [Repeating the name *Kendra* sounds awkward.]
Will Kendra walk **her** dog this afternoon? [The pronoun *her* replaces *Kendra's*.]
The twins congratulated the twins because the twins' basketball team won the championship. [Repeating the word *twins* sounds awkward.]
The twins congratulated **themselves** because **their** basketball team won the championship. [The pronouns *their* and *themselves* replace *twins*.]

EXERCISE A Circle the underlined word that is a pronoun in the following sentences. Each sentence has two words underlined, and *only one of them is a pronoun*.

Example 1. Mel and Chi helped themselves to a plate of spaghetti. [The word *themselves* is a pronoun because it is used in place of *Mel* and *Chi*.]

1. The singers warmed up their voices before the show. [Which word is used in place of *singers*?]
2. Dr. Ito said, "Where did I put my glasses?"
3. When you are finished, please put the book back on the shelf where you found it.
4. Steve, did you finish your art class at the community college yet?
5. Nelson and I laughed when we saw the remote-controlled car jump over the ramp.

Personal Pronouns

A **personal pronoun** refers to the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

FIRST PERSON **We** wanted to cook **our** own dinner. [The personal pronouns *We* and *our* refer to the people speaking.]

SECOND PERSON Are **your** muscles still sore from the soccer game yesterday? [The personal pronoun *your* refers to the person to whom someone is speaking.]

THIRD PERSON Joanie is the club's treasurer; **she** likes to keep track of money. [The personal pronoun *she* refers to the person, *Joanie*, about whom someone is speaking.]

EXERCISE B Underline each personal pronoun in the sentences that follow. Some sentences have more than one personal pronoun.

Example 1. Teresa, would you like to demonstrate your science project to the class? [The second person pronouns *you* and *your* replace *Teresa*.]

6. When Deb and Roland ran for the student council, they both won. [Which word is used in place of *Deb and Roland*?]
7. What a good speaker she was!
8. Jennifer Gonzales just said, “I would like to volunteer at the clothing drive this weekend.”
9. Because the cat was sleepy, it took its nap after dinner.
10. Justin asked his uncle to check the spark plugs and change them.

Antecedents

The word that a pronoun stands for (or refers to) is called the pronoun’s *antecedent*. The antecedent can come before or after a pronoun.

ANT PRON

BEFORE PRONOUN As for **Ryan, he** wants a new bike helmet. [The pronoun *he* stands for *Ryan*.

Ryan is the antecedent of *he*.]

PRON ANT

AFTER PRONOUN For **himself, Ryan** wants a new bike helmet. [The pronoun *himself* stands for

Ryan, even though *himself* comes first. *Ryan* is the antecedent of *himself*.]

Sometimes the antecedent is not stated.

EXAMPLES I will meet **you** at the library. [*I* refers to the speaker, and *you* refers to the person spoken to.]

Who is the new neighbor? [The speaker doesn’t know who *who* is.]

Somebody needs to shut the door before the dog escapes! [The indefinite pronoun *Somebody* does not have an antecedent.]

EXERCISE C Underline the pronoun in each of the following sentences. Then, draw an arrow to the pronoun’s antecedent. If a pronoun does not have an antecedent, write *none* on the line.

Example _____ 1. Yes, Tim did all the research himself. [*Himself* is a pronoun because it refers to another word, *Tim*. *Tim* is the word that *himself* refers to, so *Tim* is the antecedent of *himself*.]

- _____ 11. Will Rosa be playing first violin tonight, or will she be out of town? [Which word is used in place of another word? Which word is being replaced by another word?]
- _____ 12. The moon has craters on its surface.
- _____ 13. What is black and white and read all over?
- _____ 14. During the ceremony, the president himself cut the ribbon.
- _____ 15. Kangaroos carry their young in a special pouch.

Reflexive and Intensive Pronouns, Demonstrative Pronouns, and Interrogative Pronouns

Reflexive and Intensive Pronouns

- 2j.** A **reflexive pronoun** refers to the subject and functions as a complement or the object of a preposition.

S **REFLEXIVE PRONOUNS** I addressed the envelope to **myself**. [*Myself* is a reflexive pronoun that refers to *I*. *Myself* is the object of the preposition *to*.]
IO Give **yourself** a break. [*Yourself* is a reflexive pronoun that refers to the subject *you*. Even though *you* does not appear in the sentence, it is understood to be the subject. *Yourself* is an indirect object of the verb *Give*.]

- 2k.** An **intensive pronoun** emphasizes a noun or another pronoun.

INTENSIVE PRONOUNS Dad **himself** told the story. [The intensive pronoun *himself* emphasizes *Dad*.]
 The twins made this whole mess **themselves**. [The intensive pronoun *themselves* emphasizes *twins*.]

Notice that reflexive and intensive pronouns take the same form.

FIRST PERSON myself, ourselves
SECOND PERSON yourself, yourselves
THIRD PERSON herself, himself, itself, themselves

TIP If you're not sure whether a pronoun is reflexive or intensive, use this test:

- (1) Read the sentence aloud, leaving out the pronoun.
- (2) Ask yourself whether the basic meaning of the sentence stayed the same.
- (3) If the meaning stayed the same, the pronoun is probably intensive. If the meaning changed, the pronoun is probably reflexive.

EXERCISE A Identify the underlined pronoun in each of the following sentences. Write *REF* on the line for each *reflexive pronoun* and *INTEN* for each *intensive pronoun*.

Example INTEN 1. The ninth-grade actors played all the major roles themselves.

[*Themselves* is an intensive pronoun because it emphasizes *actors*. The sentence would still make sense if *themselves* were left out.]

_____ 2. The biggest squirrel kept the best food for itself. [Would the sentence still make sense if *itself* were left out?]

_____ 3. Give yourself some credit, brother.

- _____ 3. Juanita reminded herself to drink plenty of water before the soccer game.
- _____ 4. Actually, the motor itself is fine.
- _____ 5. My grandfather himself made this chair for Mom many years ago.

Demonstrative and Interrogative Pronouns

- 2l.** A **demonstrative pronoun** points out a person, a place, a thing, or an idea.

DEMONSTRATIVE PRONOUNS this that these those

EXAMPLES Tim made **that**. [*That* points out a certain object in this sentence, so it is a demonstrative pronoun.]

This is Tim's sister. [*This* points out a certain person, so it is a demonstrative pronoun.]

- 2m.** An **interrogative pronoun** introduces a question.

INTERROGATIVE PRONOUNS which who whom whose what

EXAMPLES **Which** is Tim's sandwich? [*Which* introduces a question, so it is an interrogative pronoun.]

Who made the sandwich? [*Who* introduces a question, so it is an interrogative pronoun.]

EXERCISE B Identify the underlined pronoun in each of the following sentences. Write *DEM* on the line for each *demonstrative pronoun* and *INTER* for each *interrogative pronoun*.

Examples INTER 1. What did you say? [*What* introduces a question.]

DEM 2. This was my first trip out of state. [*This* points out *trip*.]

- _____ 6. Manuel, isn't this our homework assignment? [Does the pronoun introduce a question or point out a noun?]
- _____ 7. What, of all things, is a zeppelin? [Does the pronoun introduce a question or point out a noun?]
- _____ 8. Actually, these are rather cool math problems.
- _____ 9. However did you think of that?
- _____ 10. Who let the cat out?
- _____ 11. Which of them looks better on me?
- _____ 12. Yes, those are the boxes for the sale.
- _____ 13. Whose are these coins on the floor?
- _____ 14. Where on earth did you find that, Kyle?
- _____ 15. Whom has the coach chosen this time?

Relative and Indefinite Pronouns

Relative Pronouns

2n. A **relative pronoun** introduces a subordinate clause.

RELATIVE PRONOUNS that which who whom whose

SUBORDINATE CLAUSES Hilda is the one **who broke the school record**. [The clause *who broke the school record* does not express a complete thought. *Who* is the subject of the clause, and *broke* is the verb.]

The road, **which has just been paved**, is not open. [The clause *which has just been paved* does not express a complete thought. *Which* is the subject of the clause, and *has been paved* is the verb.]

EXERCISE A Circle the relative pronoun in each of the following sentences. Hint: The subordinate clause has already been underlined for you.

Example 1. That island, which lies off the coast of Maine, is quite small. [*Which* is a relative pronoun because it introduces the subordinate clause *which lies off the coast of Maine*.]

1. Is that article about the person who invented the safety pin? [Which word introduces the subordinate clause?]
2. Locate the control key, which should be pressed with S.
3. A valve controls the water that flows into the reservoir.
4. Ladies and gentlemen, here is the man whom you have been waiting for all evening!
5. Wow! Those flamenco dancers must wear out every pair of shoes that they own.

EXERCISE B Underline the subordinate clause in each of the following sentences. Then, circle the relative pronoun.

Example 1. Do you know anyone who can fix a bicycle? [The word group *who can fix a bicycle* is a subordinate clause. It does not express a complete thought, but *who* is its subject and *can fix* is its verb.]

6. Wasn't Belva Ann Bennett Lockwood the first woman who pled cases to the Supreme Court? [Which word group begins with the relative pronoun *who* and does not express a complete thought?]
7. We studied the architect's model, which had been constructed of foam board.
8. Tina is the one whom we selected.
9. The boat that has the red sail is theirs.
10. Did first prize go to the science project that you and I liked best?

Indefinite Pronouns

- 20.** An ***indefinite pronoun*** refers to a person, a place, a thing, or an idea that may or may not be specifically named.

COMMON INDEFINITE PRONOUNS

all	another	any	anybody	anything
both	each	either	everyone	everything
few	many	more	most	much
neither	nobody	no one	nothing	one
other	several	some	someone	something

EXAMPLE **Many** of the children had read the book. [*Many* does not refer to specific children.]

REMINDER Some words in the list of indefinite pronouns can also be used as adjectives. When you say *many children*, you are using *many* as an adjective.

EXERCISE C For each of the following sentences, underline each indefinite pronoun. Hint: Do not underline a word that is used as an adjective to describe another word.

Examples 1. Everything depends on communication. [*Everything* is an indefinite pronoun because it refers to a thing that is not specifically named.]

2. Each word adds something to the ability to communicate. [*Something* is an indefinite pronoun because it refers to a thing that is not specifically named. *Each* has not been underlined because it is an adjective describing *word*.]

- Many of our English words come from other languages. [Which word refers to some things that are not specifically named?]
- Each day, more of these words are added to the language. [Which word refers to some things that are not specifically named?]
- No one knows all of them.
- Everybody knows some, however.
- Several came from Native Americans.
- The Spanish language gave names to some of our cities.
- Can you name any?
- The French have contributed much as well.
- Each of these loanwords teaches us more about the world.
- The growth of the English language can be stopped by nothing.

Adjectives

The Adjective

2p. An **adjective** is a word that is used to modify a noun or a pronoun.

Nouns and pronouns name persons, places, things, and ideas.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by telling *what kind*, *which one*, *how much*, or *how many*.

WHAT KIND? **Canadian** flag, **bright** clouds, **black** paint

WHICH ONE OR ONES? **this** flag, **first** cloud, **those** paints

HOW MUCH? OR HOW MANY? **several** flags, **three** clouds, **no** paint

Notice that an adjective can come before or after the word it modifies.

BEFORE **ADJ** → **N**
The **expensive** jacket was in the window. [The adjective *expensive* describes *jacket*.]

AFTER **N** ← **ADJ**
The jacket in the window was **expensive**. [The adjective *expensive* describes *jacket*.]

More than one adjective can modify the same word.

EXAMPLE **ADJ ADJ** → **N** ← **ADJ**
That Italian jacket is **expensive**. [The adjectives *That*, *Italian*, and *expensive* describe *jacket*.]

EXERCISE A Underline each adjective in each of the following sentences. Some sentences may contain more than one adjective. Do not underline *a*, *an*, or *the* in this exercise.

Examples 1. Several students had inquired about a new shop class. [*Several* describes *students*; *new* and *shop* describe *class*.]

2. After a few minutes, he was calm again. [*Few* describes *minutes*, and *calm* describes *he*.]

- Who put an empty carton in the refrigerator? [Which word describes *carton*?]
- Five goldfish swam around one lonely snail. [Which word describes *goldfish*? Which two words describe *snail*?]
- Those children will run across the playground.
- A sticky substance had been spilled on the laboratory table.
- The clear light of the sea dazzled the weary sailors.
- Get that wet, dirty dog off this clean floor!
- A dozen elephants seemed happy in the muddy, shallow lake.

8. Few people understand every word in a Shakespearean play, Sharon.
9. Have you ever seen an electric violin?
10. The bay was rough and choppy on the stormy day.

Articles

The adjectives *a*, *an*, and *the* are called **articles**. *A* and *an* are called **indefinite articles** because they refer to any member of a general group.

- *A* is used before a word beginning with a consonant sound.
- *An* is used before a word beginning with a vowel sound.

EXAMPLES **A** plan has already been made. [*Plan* begins with a consonant sound.]

An earthworm slithered into the dirt. [*Earthworm* begins with a vowel sound.]

The anthill is like **a** universe of tiny creatures. [Even though *u* is a vowel, the word *universe* begins with a consonant sound. Do you hear the *y* sound?]

We all make **an** honest mistake every now and then. [Even though *h* is a consonant, the word *honest* begins with a vowel sound. The *h* is not pronounced.]

The is called the **definite article** because it refers to someone or something in particular.

EXAMPLES Unfortunately, **the** apples were green, sour, and hard. [The specific apples were green, sour, and hard.]

Did **the** mailbox have your letter in it today? [The speaker wants to know about a specific mailbox.]

EXERCISE B Underline all of the adjectives in the following sentences. Include articles *a*, *an*, and *the* in your underlining. Then, draw an arrow from each adjective to the word it describes. Some sentences may have more than one adjective.

Examples 1. A little antique vase stood on the counter. [*A* is an indefinite article that refers to a vase. *Little* and *antique* are adjectives that describe the vase. *The* is a definite article.]

2. I finally came up with the answer! [*The* is a definite article that refers to a particular answer.]

11. Several frogs lived in the pond with some fish. [Which words describe *frogs*, *pond*, and *fish*?]
12. Please raise a hand if you would like to volunteer.
13. Cool and dark were the secret caverns.
14. A furry little dog barked at us through the screen door.
15. Can you eat with Japanese chopsticks?

The Verb

What Is a Verb?

3a. A **verb** is a word used to express action or a state of being.

EXAMPLES We **learned** about weather patterns. [The verb *learned* expresses the action *We* performed.]

Mr. Epstein **is** my teacher. [The verb *is* does not express an action. Instead, it tells something about *Mr. Epstein's* state of being.]

EXERCISE A Underline the verb in each of the following sentences.

Examples 1. Dena's mother was a well-known painter. [The verb *was* tells something about *mother's* state of being.]

2. She taught art classes at the community college. [The verb *taught* expresses the action *She* performed.]

1. Dena is also very creative. [Which word tells something about *Dena's* state of being?]

2. For her mother's present, she painted a waterfront scene. [Which word expresses the action *she* performed?]

3. She completed the painting in two weeks.

4. She copied the scene from one of her mother's favorite postcards.

5. Is the postcard from Lake Tahoe?

6. It pictures a bench on the edge of the water.

7. How beautiful the blue water looked!

8. Beautiful mountains are in the background.

9. The scene seems peaceful.

10. Dena captured the mood of the postcard perfectly.

Main Verbs and Helping Verbs

The main verb is the word that expresses the action or state of being in a sentence. A **helping verb** helps the main verb express action or a state of being. Helping verbs are added to the main verb to make the main verb more specific.

NOTE Helping verbs are also called *auxiliary verbs*.

COMMON HELPING VERBS

FORMS OF <i>BE</i>	am	been	be	was
	are	being	is	were

for **CHAPTER 3: PARTS OF SPEECH OVERVIEW** **pages 97–99** *continued***FORMS OF DO** do does did**FORMS OF HAVE** had has have**OTHER HELPING VERBS** can may will/shall should
could might would must

EXAMPLES Paul **will** give his presentation on Monday. [The helping verb *will* helps the main verb *give* express a future action.]

Clara's presentation about the migration of monarch butterflies **should** be informative. [The helping verb *should* helps the main verb *be* express an expected state of being.]

Together a main verb and at least one helping verb make up a **verb phrase**.

EXAMPLES We **should have been** home by now. [The helping verbs are *should* and *have*, and the main verb is *been*.]

Have you **been playing** soccer long? [The helping verbs are *have* and *been*, and the main verb is *playing*.]

She **has** not **updated** her Web page since March. [The helping verb is *has*, and the main verb is *updated*.]

TIP The word *not* and the contraction *n't* are never part of the verb phrase.

EXAMPLE I **don't have** any extra pencils. [The contraction *n't* is not part of the verb phrase *do have*.]

EXERCISE B Underline the verb or verb phrase in each of the following sentences. Be sure to include all words in a verb phrase.

Examples 1. The beach was crowded. [The verb is *was*.]

2. We had studied two hours for the math test. [The verb phrase is *had studied*. The main verb is *studied*, and the helping verb is *had*.]

11. He is the youngest in the family. [What is the main word that expresses state of being?]

12. How lucky you always are!

13. I should have used a coupon.

14. Those strawberries certainly do smell good!

15. Posters of sports cars lined the walls of his room.

16. Shall we go to the Natural Science Museum on Saturday?

17. During the performance, no one will be admitted late.

18. She will study chemistry.

19. Have you ever been to the Grand Canyon?

20. I must have been sleeping at the time.

Action Verbs and Linking Verbs

Action Verbs

Verbs can be identified as action verbs or as linking verbs.

An *action verb* is a verb that expresses either physical or mental action.

EXAMPLES Sharon **played** basketball. [The verb *played* expresses physical action.]
I **forgot** about the meeting. [The verb *forgot* expresses mental action.]

REMINDER When you identify action verbs, remember to include any helping verbs.

EXAMPLES Will your parents **be driving** us to the swim meet? [The main verb is *driving*, and the helping verbs are *Will* and *be*. The verb phrase *Will be driving* expresses physical action.]

Did you **remember** the binoculars? [The main verb is *remember*, and the helping verb is *did*. The verb phrase *Did remember* expresses mental action.]

EXERCISE A Underline the action verbs in each of the following sentences. Remember to include any helping verbs.

Examples 1. Lewis researched the legend of Robin Hood. [*Researched* expresses the action *Lewis* performed.]

2. Will Mrs. Steiner announce the winners today? [*Will announce* expresses the action *Mrs. Steiner* performs.]

1. Yoko wrote a short story about her cat. [Which word tells the action *Yoko* performed?]
2. Have you visited your aunt lately? [Which words tell the action *you* perform?]
3. I often daydream about the beach.
4. How long did the trip last?
5. I always remember my family's birthdays.
6. My dog had been digging holes in the backyard.
7. Rick will be taking piano lessons this summer.
8. Will you return this book to the library today?
9. Have you thought about the topic for your science project?
10. Cedric understood the importance of good study habits.

Linking Verbs

A **linking verb** is a verb that connects, or links, the subject to a word or word group that identifies or describes the subject.

Many linking verbs are forms of the verb *be*.

am	be	being	was
are	been	is	were

Other common linking verbs include the following:

appear	feel	sound
become	seem	taste

EXAMPLES Lee **will be** the director of the school play. [The linking verb *will be* connects the subject, *Lee*, to the word, *director*, that identifies her.]

Didn't the vegetables **taste** good? [The linking verb *Did taste* connects the subject, *vegetables*, to the word, *good*, that describes it.]

EXERCISE B Underline the linking verbs in each of the following sentences. Remember to include any helping verbs.

Examples 1. Has your brother been feeling better? [The linking verb *Has been feeling* links *brother* to *better*.]

2. This painting is famous. [The linking verb *is* links *painting* to *famous*.]

11. The jazz band's performance was wonderful! [Which word links *performance* to *wonderful*?]
12. Mrs. Abraham's class seems enthusiastic about the upcoming science fair. [Which word links *class* to *enthusiastic*?]
13. That book has become a classic.
14. My father is a nurse.
15. That poster of the waterfall has always been my favorite.
16. Are you a member of the newspaper staff?
17. The falling rain sounds pleasant.
18. The grandfather clock had been a gift from her great-aunt.
19. Will pine needles stay green forever?
20. The baby looks sleepy.

The Adverb

What Is an Adverb?

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

Adverbs may come before or after the words they modify. Adverbs answer the following questions: Where? How often? How long? When? To what extent? How much? How?

NOTE The word *not* is nearly always used as an adverb modifying a verb. When *not* is part of a contraction, as in *hadn't*, *wasn't*, or *isn't*, the *-n't* is still an adverb.

EXAMPLES My cat **frequently** plays with the ball of string. [The adverb *frequently* modifies the verb *plays* and tells *how often*.]

Didn't the faculty meet **briefly** to discuss the success of the recycling program? [The adverb *n't* modifies the verb *Did meet* and tells *to what extent*. The adverb *briefly* modifies the verb *Did meet* and tells *how long*.]

The speaker walked to the podium **very slowly**. [The adverb *very* modifies the adverb *slowly* and tells *to what extent*. The adverb *slowly* modifies the verb *walked* and tells *how*.]

The graduation celebration was held **inside**, and the auditorium was **completely** full. [The adverb *inside* modifies the verb *was held* and tells *where*. The adverb *completely* modifies the adjective *full* and tells *how much*.]

EXERCISE A Draw an arrow from the underlined adverb in each of the following sentences to the word or words it modifies. Hint: An adverb modifies each word in a verb phrase, not just the main verb. If the adverb is modifying a verb phrase, be sure to draw an arrow from the adverb to each part of the verb.

Example 1. You should practice the piano daily. [The adverb *daily* modifies the verb *should practice* and tells *how often*.]

1. Our team always gives one hundred percent. [*Always* tells *how often* about which word?]
2. What an exceptionally cool room you have! [*Exceptionally* tells *to what extent* about which word?]
3. The vegetable dish was quite good.
4. The diamonds glittered brilliantly in the moonlight.
5. Today, we will view some of Pablo Picasso's greatest works.
6. This shade of red seems almost pinkish to me.

7. Yes, you are absolutely correct.
8. Do you live nearby?
9. A rather strong wind had blown the sailboat off its course.
10. Call me tonight.

The Position of Adverbs

Adverbs may appear in various places in a sentence. Adverbs come before, after, or between the words they modify.

In each of the following sentences, the adverb *sometimes* modifies the verb *are held*.

EXAMPLES *Sometimes*, the student council meetings are held in the cafeteria.



The student council meetings are held in the cafeteria *sometimes*.



The student council meetings are *sometimes* held in the cafeteria.



An adverb that introduces a question usually appears at the beginning of a sentence.

EXAMPLE *Where* do you want me to put the package?

EXERCISE B Underline the adverb in the following sentences. Then, draw an arrow to the word or words the adverb modifies. Remember to draw the arrow to each part of a verb phrase. Hint: Each sentence has only one adverb.

Example 1. They haven't completed all of the repairs. [The adverb *n't* modifies the verb *have completed* and tells to what extent.]



11. Jeremy was very late to karate practice. [Which word modifies the adjective *late*?]
12. They walked slowly through the science exhibit. [Which word modifies the verb *walked*?]
13. Didn't you win the essay writing contest?
14. The new theater has been open nearly two months.
15. Where did you go for spring break?
16. At the beach, the sunsets are incredibly beautiful.
17. The school nurse is always cheerful.
18. I suddenly changed my mind.
19. Don't forget about the math test!
20. Stack all the books here, please.

The Preposition

Prepositions

3c. A **preposition** is a word that shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

EXAMPLES I planted roses **in** the flower bed. [The preposition *in* shows the relationship of *planted* to *flower bed*.]

The light **beside** the desk doesn't work. [The preposition *beside* shows the relationship of *light* to *desk*.]

By using a different preposition, you can change the relationship of *light* to *desk*.

EXAMPLES The light **above** the desk doesn't work. [The preposition *above* shows the relationship between *light* and *desk*.]

The light **on** the desk doesn't work. [The preposition *on* shows the relationship between *light* and *desk*.]

COMMON PREPOSITIONS

about	above	along	around
at	before	by	down
during	except	for	from
in	into	like	of
off	on	over	through
to	under	up	without

EXERCISE A Underline the preposition in each of the following sentences.

Examples 1. The path through the woods suddenly ended. [The preposition *through* shows the relationship of *path* to *woods*.]

2. Is that our cat sitting on the roof? [The preposition *on* shows the relationship of *sitting* to *roof*.]

1. A lizard ran across my foot. [Which word shows the relationship of *ran* to *foot*?]
2. Were all the charges listed on the bill? [Which words shows the relationship of *listed* to *bill*?]
3. Address the letter to Mr. Salina.
4. The rabbits along the road sat motionlessly.
5. Without a sound, the curtain fell.
6. Haven't you heard any music by that singer?
7. After ten minutes, the buzzer will stop.
8. We need somebody with a bicycle.

9. Do not jump on the bed!
10. Seagulls circled around the ferry.

Compound Prepositions

Some prepositions are *compound* and consist of more than one word.

COMMONLY USED COMPOUND PREPOSITIONS

according to
in front of

along with
in spite of

aside from
instead of

in addition to
on account of

EXAMPLES Walk **along with** me to the library. [The compound preposition *along with* shows the relationship of *Walk* to *me*.]
My house is **next to** the park. [The compound preposition *next to* shows the relationship of *house* to *park*.]

EXERCISE B Underline the preposition(s) in each of the following sentences. Remember to underline all words in a compound preposition. Hint: Some sentences may have more than one preposition.

- Examples** 1. I need the book with the red cover on the top shelf. [The preposition *with* shows the relationship of *book* to *cover*. The preposition *on* shows the relationship of *book* to *shelf*.]
2. Use markers instead of paint. [The compound preposition *instead of* shows the relationship of *markers* to *paint*.]
11. The boy in front of Matt plays the drums. [Which words show the relationship of *boy* to *Matt*?]
 12. In ten minutes, the reporter will interview the winner of the race. [Which word shows the relationship of *will interview* to *minutes*? Which word shows the relationship of *winner* to *race*?]
 13. We hiked along the trail up the mountainside.
 14. No, they never cancel on account of rain.
 15. Do you know who took the clock off the wall?
 16. We could plant laurels instead of pine trees or cedar trees.
 17. Were those birds flying out of the cave?
 18. Have you seen the movie about the baby bear alone in the forest?
 19. According to the newspaper, there is a fifty percent chance of rain today.
 20. Is that package for you or me?

The Conjunction and the Interjection

Coordinating Conjunctions

3d. A **conjunction** is a word used to join words or word groups.

EXAMPLES They watched most of the game, **but** they left before the end. [The conjunction *but* joins the clauses *They watched most of the game* and *they left before the end*.]

Both Carl **and** Margaret work at the nursery. [The conjunctions *both* and *and* join the words *Carl* and *Margaret*.]

Coordinating conjunctions join words or word groups that are used in the same way. They join words to words, phrases to phrases, and clauses to clauses.

COORDINATING CONJUNCTIONS

and but for nor or so yet

EXAMPLES butterflies **or** dragonflies [The conjunction *or* joins two words.]

on the desk **and** beside the monitor [The conjunction *and* joins two phrases.]

We approved a design for the T-shirts, **but** we still haven't ordered any. [The conjunction *but* joins two clauses.]

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. Most summer days, people swim and sail on the lake. [The coordinating conjunction *and* joins the words *swim* and *sail*.]

- Solar energy is inexpensive and renewable. [Which word joins the adjectives *inexpensive* and *renewable*?]
- Not one but two clipper ships sailed into the harbor.
- I want to go to the soccer tournament, but I will be out of town this weekend.
- Call, write, or e-mail your senator.
- The weather should be nice tomorrow, so we will meet at the park.

Correlative Conjunctions

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The pairs work together to join words to words, phrases to phrases, and clauses to clauses.

CORRELATIVE CONJUNCTIONS

both . . . and
whether . . . or

either . . . or
not only . . . but also

neither . . . nor

EXAMPLES The documentary was **both** educational **and** entertaining. [The pair of conjunctions joins the two words *educational* and *entertaining*.]
For my creative writing assignment, **either** I can write a short story **or** I can write five poems. [The pair of conjunctions joins the two clauses *I can write a short story* and *I can write five poems*.]

EXERCISE B Underline the correlative conjunctions in each of the following sentences. Remember to underline both words.

- Example 1.** They are naming the puppy either Ace or Binky. [The pair of conjunctions joins the two words *Ace* and *Binky*.]
6. Both lizards and snakes make Death Valley their territory. [Which words join the nouns *lizards* and *snakes*?]
7. I'll give my report on either Thursday or Friday.
8. Not only "Buffalo Bill" Cody but also "Wild Bill" Hickok rode for the Pony Express.
9. Neither the low budget nor the technical problems could discourage the young filmmakers.
10. I don't know whether we're going to the lake or we're going to the beach.

Interjections

3e. An **interjection** is a word used to express emotion.

An interjection can be left out of the sentence without changing the meaning of the sentence. Commonly used interjections include *oh*, *well*, *hooray*, *aha*, *wow*, and *yikes*.

Interjections that express strong emotions are followed by an exclamation point.

EXAMPLE Hooray! We won the championship!

Interjections that express mild emotions are set off from the rest of the sentence by commas.

EXAMPLE Oops, I forgot to bring the camera.

EXERCISE C Underline the interjection in each of the following sentences.

- Example 1.** The capital of California is, uh, Sacramento. [The interjection *uh* expresses a mild emotion.]
11. Aha! Here's the problem with your spreadsheet. [Which word expresses a strong emotion?]
12. The movie was, well, disappointing.
13. Aw, what a beautiful baby niece you have!
14. Wow! I didn't know you could play the saxophone.
15. Hey! I've got an idea.

Recognizing Complements

Every sentence has a subject and a verb. Many sentences have other words that complete the meaning of the verb. These words are called complements.

4a. A **complement** is a word or word group that completes the meaning of a verb.

A complement may be a noun, a pronoun, or an adjective.

S V V C

EXAMPLES I will call **Tom** tomorrow. [The noun *Tom* completes the meaning of the verb *will call*.]

V S V C C

Did you give **Laura some** of those old records? [The noun *Laura* and the pronoun *some* complete the meaning of the verb *Did give*.]

S V C

That song is **upbeat**. [The adjective *upbeat* completes the meaning of the verb *is*.]

S V C

Uncle Pablo is an **architect**. [The noun *architect* completes the meaning of the verb *is*.]

EXERCISE A Draw an arrow from the underlined complement to the verb whose meaning it completes.

Example 1. The television's picture became fuzzy and dark. [The adjectives *fuzzy* and *dark* complete the meaning of the verb *became*.]

1. Jim received a postcard from a friend in Colorado. [Which verb does the complement complete the meaning of?]
2. Send me a copy of the photograph.
3. Yes, those strategy games can seem very complex.
4. Paula is my sister, Jim.
5. May I offer you a glass of water?

When you are looking for complements, it helps to know where *not* to look.

- An adverb is never a complement. As you may remember, an adverb is a word that describes a verb, an adjective, or another adverb. Many adverbs end in *-ly*.

ADVERB Clara speaks **softly**. [The adverb *softly* describes the verb *speaks* by telling how Clara speaks.]

COMPLEMENT Clara speaks **French**. [The complement *French* completes the meaning of the verb *speaks*. It tells what Clara speaks.]

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- A complement is never in a prepositional phrase. A prepositional phrase begins with a preposition and ends with a noun or a pronoun that is the object of the preposition. Common prepositions include *at, for, from, in, to, of, on, near, and under*.

PREPOSITIONAL PHRASE Mario is walking **on the sidewalk**. [The prepositional phrase *on the sidewalk* tells *where* Mario is walking.]

COMPLEMENT Mario is sweeping the **sidewalk**. [The complement *sidewalk* tells *what* Mario is sweeping.]

EXERCISE B Underline the complement in each of the following sentences. Hint: You may first want to cross out adverbs and prepositional phrases in each sentence. Some sentences have more than one complement.

- Examples**
1. The movie gave me a new perspective on city life. [The complements *me* and *perspective* complete the meaning of the verb *gave*. *Life* is in a prepositional phrase, so it cannot be a complement.]
 2. This shirt fits Sandra perfectly. [The complement *Sandra* completes the meaning of the verb *fits*. *Perfectly* is an adverb, so it cannot be a complement.]
 6. Then I made lunch for the whole family. [Which word completes the meaning of the verb *made*?]
 7. Be careful with those boxes. [Which word completes the meaning of the verb *Be*?]
 8. Samuel reads his book quietly before class.
 9. The baby certainly looks happy and healthy.
 10. Tom will make a good impression at the competition.
 11. My mother knows something about astronomy.
 12. Please show the blueprints and other plans to Mr. Sanchez.
 13. We admired the stars in the night sky.
 14. Learn these Latin roots and Greek roots by Monday.
 15. Felicia is practicing the guitar in her room.

Objects of Verbs: Direct Objects, Indirect Objects

Direct Objects

- 4b.** A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

A direct object answers the question *Whom?* or *What?* after the verb.

EXAMPLES

V V DO

Have you painted **anything** recently? [The pronoun *anything* receives the action of the verb *Have painted* and answers the question *Have you painted what?*]

V DO

My class painted **Smallville Middle School** last year. [The noun *Smallville Middle School* receives the action of the verb *painted* and answers the question *What did my class paint?*]

V DO DO

I painted my **room** and my **door** during the summer. [The nouns *room* and *door* receive the action of the verb *painted* and answer the question *What did I paint?*]

EXERCISE A Underline the direct object or objects in each of the following sentences.

Example 1. The city is paving Main Street and Central Avenue again! [The nouns *Main Street* and *Central Avenue* receive the action of the verb *is paving* and answer the question *What is the city paving?*]

1. We decorated the patio with pottery. [Which word receives the action of the verb *decorated*?]
2. Does the red tile match the pottery?
3. They recently built a fountain in the center of the garden.
4. Goldfish eagerly ate insects and bits of food on the surface.
5. Has a photographer taken pictures of the pool and garden?

Indirect Objects

- 4c.** An **indirect object** is a noun, pronoun, or a word group that sometimes appears in sentences containing direct objects.

An indirect object answers the question *To whom?* or *To what?* or *For whom?* or *For what?* after the verb.

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V IO IO DO

EXAMPLES Give **Sam** and **Mr. Wilson** copies of the letter. [The nouns *Sam* and *Mr. Wilson* answer the question *To whom?*]

V IO DO

Give the **patio** a good cleaning. [The noun *patio* answers the question *To what?*]

NOTE An indirect object is never in a prepositional phrase. A noun or pronoun that follows *to* or *for* is the object of the preposition, not an indirect object.

EXAMPLE Jane sent a postcard to her family. [*To her family* is a prepositional phrase. *Family* is the object of the preposition *to*, not the indirect object of the verb.]

EXERCISE B Draw one line under the indirect object or objects in each of the following sentences.

Example 1. Raul asked Teresa and me a question about the assignment. [The noun *Teresa* and the pronoun *me* answer the question *To whom?* after the verb and are the indirect objects.]

6. Ruby wrote her aunt and uncle a thank-you note. [Which word or words answer the question *To whom?* after the verb?]
7. Mom knit the baby a blue blanket.
8. Did the judge give Julio and Tina their blue ribbons?
9. Send Grandpa his birthday present on Monday.
10. Reuben handed her a set of chopsticks.

EXERCISE C Draw one line under the direct object in each of the following sentences. Draw two lines under the indirect objects.

Example 1. My grandmother promised my brother and me her copy of that book. [*Copy* receives the action of the verb and is the direct object. *Brother* and *me* answer the question *To whom?* after the verb and are the indirect objects.]

11. No book can match a real garden. [Which word receives the action of the verb *can match*?]
12. My grandmother made me a wreath of flowers and vines.
13. I hung my wreath on my bedroom door at home.
14. Grandmother's garden attracts many visitors.
15. We are building Grandmother's garden a bench.

Predicate Nominatives

- 4e.** A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

A predicate nominative can be a noun, a pronoun, or a word group acting as a noun. A predicate nominative appears only in a sentence that has a linking verb and completes the meaning of a linking verb. Some common linking verbs include *is*, *was*, *will be*, *could have been*, and *has been*.

	S	V		PN	
EXAMPLES			This is our only	copy	of the book. [The noun <i>copy</i> identifies the subject <i>This</i> .]
	V		S	PN	
			Wasn't the author	he ?	[The pronoun <i>he</i> identifies the subject <i>author</i> .]
		S	V	PN	
			My mother's favorite song is	"Isn't This a Lovely Day?"	[The word group <i>"Isn't This a Lovely Day?"</i> identifies the subject <i>song</i> .]

TIP To find the predicate nominative in a question, turn the question into a statement.

QUESTION Are the insects in this display moths?

	S		V	PN	
STATEMENT		The insects in this display are		moths.	[The word order of the statement makes it easier to tell that <i>insects</i> is the subject and that <i>moths</i> is the predicate nominative.]

EXERCISE A Underline each predicate nominative in the following sentences.

Examples 1. Your answer should have been Mark Twain. [The proper noun *Mark Twain* identifies the subject *answer*.]

2. Is the new coach she? [The pronoun *she* identifies the subject *coach*.]

1. In Ireland, the longest river is the River Shannon. [Which word group identifies the subject?]

2. A huge model train is my grandfather's hobby. [Which word identifies the subject?]

3. One of the main reasons for the move was the need for more space.

4. Isn't that song "The Battle Hymn of the Republic"?

5. You cannot be everything to everyone.

6. One of Aaron Copland's most famous musical works is *Appalachian Spring*.

7. The only one left was he.

8. This five should have been a two.

9. These are some of the maps of that time.

10. Shanghai is an industrial center in China.

for **CHAPTER 4: COMPLEMENTS** **pages 131–132** *continued*

Predicate nominatives may be compound. In other words, a sentence may have more than one predicate nominative.

	S	V	PN	PN
EXAMPLE	Electronics	have become	important tools	and an essential part of modern
	life. [Both <i>tools</i> and <i>part</i> identify the subject <i>Electronics</i> . Together, <i>tools</i> and <i>part</i> make up the compound predicate nominative.]			

EXERCISE B Underline each predicate nominative in the following sentences. Some sentences have more than one predicate nominative.

Examples 1. My best friends are Jackie Myers and Ella Hernandez. [The proper nouns *Jackie Myers* and *Ella Hernandez* identify the subject *friends*. They make up the compound predicate nominative.]

2. Will the actors in the play be he and Mary? [The pronoun *he* and the proper noun *Mary* identify the subject *actors*. They make up the compound predicate nominative.]

11. The best store at the mall is probably Trivial Trinkets or The Mystery Tour. [Which word groups identify the subject?]
12. Even after thirty years, he was still a detective and consultant. [Which words identify the subject?]
13. Dinner will be the leftovers from last night.
14. The only tools necessary are a half-inch wrench and a flat-head screwdriver.
15. Her main interests are horses, books, and art.
16. Maria Montessori was a doctor and an innovative educator.
17. Aunt Donna is a world traveler but also a devoted Californian.
18. This is a painting by Pablo Picasso.
19. Wasn't his father a surgeon?
20. The chairperson will be Eric Dunn, Amber Johnson, you, or I.

Predicate Adjectives

4f. A **predicate adjective** is an adjective that is in the predicate and that describes the subject.

Like a predicate nominative, a predicate adjective completes the meaning of a linking verb. Some common linking verbs include *is*, *are*, *seem*, *appear*, *feel*, *sound*, and *smell*.

S V PA

EXAMPLES Trees grow **tall** in this climate. [The adjective *tall* completes the meaning of the linking verb *grow* and describes the subject *Trees*. Therefore, *tall* is a predicate adjective.]

V S PA

Aren't the vegetables **beautiful** today? [The adjective *beautiful* completes the meaning of the linking verb *Are* and describes the subject *vegetables*. Therefore, *beautiful* is a predicate adjective.]

PA S V

How **funny** that story was! [The adjective *funny* completes the meaning of the linking verb *was* and describes the subject *story*. Therefore, *funny* is a predicate adjective.]

EXERCISE A Underline each predicate adjective in the following sentences.

Examples 1. Be careful! [The subject is understood to be *you*. The adjective *careful* completes the meaning of the linking verb *Be* and describes the subject *you*. Therefore, *careful* is a predicate adjective.]

2. Wasn't the explorer's search for a new land difficult? [The adjective *difficult* completes the meaning of the linking verb *Was* and describes the subject *search*. Therefore, *difficult* is a predicate adjective.]

1. Your grasp of French is excellent for your age. [Which word completes the meaning of the linking verb *is* and describes the subject?]
2. Their home was not accessible from the highway. [Which word completes the meaning of the linking verb *was* and describes the subject?]
3. That stone is very shiny.
4. Does something smell sweet to you?
5. In a breeze, the wind chimes sound cheerful.
6. The castle on stage appeared real in the soft light.
7. Stay calm and remain in your seats.
8. I have not always been so tall.

for **CHAPTER 4: COMPLEMENTS** **pages 133–134** *continued*

9. How happy we were on that first sunny day of spring!
10. This beach looks good to me.

Predicate adjectives may be compound. In other words, a sentence may have more than one predicate adjective.

	S	V	PA	PA	
EXAMPLE	The trees were	grand	and	majestic.	[The adjectives <i>grand</i> and <i>majestic</i> complete the meaning of the linking verb <i>were</i> and describe the subject <i>trees</i> . Together, <i>grand</i> and <i>majestic</i> make up the compound predicate adjective.]

EXERCISE B Underline the predicate adjective in each of the following sentences. A sentence may have more than one predicate adjective.

Examples 1. Is the legend of Icarus Greek or Roman? [The adjectives *Greek* and *Roman* complete the meaning of the linking verb *is* and describe the subject *legend*. Together, *Greek* and *Roman* make up the compound predicate adjective.]

2. The fruit on the peach tree was ripe and heavy. [The adjectives *ripe* and *heavy* complete the meaning of the linking verb *was* and describe the subject *fruit*. Together, *ripe* and *heavy* make up the compound predicate adjective.]

11. The car was fast but unreliable. [Which words complete the meaning of the linking verb and describe the subject?]
12. Aren't those cell phones delicate and expensive? [Which words complete the meaning of the linking verb and describe the subject?]
13. The boxes were practically full.
14. The work was hard but necessary.
15. Does their accent sound Spanish or Portuguese to you?
16. Our dog is gentle and very friendly.
17. Your request sounds reasonable and interesting.
18. The students were happy about the field trip.
19. Our burros had been steady and swift on the canyon trail.
20. How quick and easy this math problem was!

The Phrase

- 5a.** A **phrase** is a group of related words that is used as a single part of speech and that does not contain both a verb and its subject.

VERB PHRASE has been painting [This word group has no subject.]

PREPOSITIONAL PHRASE for the signal [This word group has no subject or verb.]

INFINITIVE PHRASE to finish your chores [This word group has no subject or verb. *To finish* is an infinitive, not a main verb.]

NOTE If a word group has both a subject and a verb, it is not a phrase.

EXAMPLES Jason has been painting [This word group has a subject, *Jason*, and a verb, *has been painting*. It is not a phrase.]
while she waited for the signal [This word group has a subject, *she*, and a verb, *waited*. It is not a phrase.]

EXERCISE A Identify each of the following word groups as a phrase or not a phrase. On the lines provided, write *P* for *phrase* or *NP* for *not a phrase*.

Examples *P* 1. to be an architect [This word group has no subject or verb.]

 NP 2. I like food [This word group has a subject and a verb.]

- | | |
|--|---|
| _____ 1. my friends enjoyed the school | _____ 10. skating at the park |
| _____ 2. to your music teacher [Does this word group have a subject and a verb?] | _____ 11. lost in the snow |
| _____ 3. on the table | _____ 12. I enjoy adventure stories |
| _____ 4. after I fed the rabbits this morning | _____ 13. is she joining our class |
| _____ 5. to memorize your lines | _____ 14. for the long weekend |
| _____ 6. when you found my sunglasses | _____ 15. will be visiting |
| _____ 7. David should be helping us | _____ 16. that makes sense |
| _____ 8. to play chess | _____ 17. in front of the curtain stood Jeremy |
| _____ 9. he found a tiny lizard | _____ 18. will you lend me a pencil |
| | _____ 19. has worked |
| | _____ 20. Nick and Tim could not have been more helpful |

REMINDER ▶ Phrases act the same way that single words do within sentences.

EXAMPLES Jason **has been painting**. [The phrase *has been painting* acts as the verb and tells something about *Jason*.]

She waited **for the signal**. [The phrase *for the signal* acts as an adverb and modifies the verb *waited*.]

Don't forget **to finish your chores**. [The phrase *to finish your chores* acts as a noun and tells what not to forget.]

EXERCISE B Identify each of the following underlined word groups as a phrase or not a phrase. Write *P* for *phrase* or *NP* for *not a phrase* on the line provided.

- Examples** P 1. The Simpson children, Darrell and his sister Heather, run in the park on weekends. [This word group does not have a subject or a verb. It is a phrase.]
- NP 2. Protecting its young, the squirrel chased the cat away. [This word group has a subject, *squirrel*, and a verb, *chased*. It is not a phrase.]
- _____ 21. That should have been done before class. [Does this word group have a subject and a verb?]
- _____ 22. Her mother, an accountant with a technical company, helps our club, Digital Dabblers.
[Does this word group have a subject and a verb?]
- _____ 23. The children had found a huge cardboard box and were making a fort.
- _____ 24. Standing on the hill, we saw fireworks lighting up the sky.
- _____ 25. We study and protect these historic sites.
- _____ 26. Students should be studying now.
- _____ 27. A large owl flew off into the night.
- _____ 28. To train the best chefs is our purpose.
- _____ 29. The school computer lab has a new digital photography program.
- _____ 30. Willis wanted to run for class president.

The Prepositional Phrase

5b. A **prepositional phrase** includes a preposition, a noun or pronoun called the *object of the preposition*, and any modifiers of that object.

EXAMPLES on Tuesday afternoon [The preposition is *on* and the object of the preposition is *afternoon*. *Tuesday* modifies *afternoon*.]
 with him [The preposition is *with* and the object of the preposition is *him*.]
 in addition to San Antonio [The preposition is *in addition to* and the object of the preposition is *San Antonio*.]

NOTE A preposition may have more than one object.

EXAMPLE with **him** and **me**. [Both *him* and *me* are objects of the preposition *with*.]

EXERCISE A Underline the prepositional phrase in each of the following sentences.

Example 1. Will you be attending the play on Thursday or Friday? [The preposition is *on* and the objects of the preposition are *Thursday* and *Friday*.]

1. Snowflakes swirled around my family. [Which word group begins with a preposition and ends with an object of the preposition?]
2. Your estimate was right on the mark.
3. Far into the night they worked.
4. Mrs. Thomas, do you have a book about stars and planets?
5. Someone with a camcorder could tape the show.

Adjective Phrases

Like all phrases, a prepositional phrase acts as a single part of speech. Prepositional phrases can act as adjectives or as adverbs.

5c. A prepositional phrase that modifies a noun or a pronoun is called an **adjective phrase**.

Like an adjective, an adjective phrase tells *what kind* or *which one*.

ADJECTIVES a **Persian** rug [The adjective *Persian* tells what kind of rug.]

this rug [The adjective *this* tells which rug.]

ADJECTIVE PHRASES a rug **from Persia** [The adjective phrase *from Persia* tells what kind of rug.]

the rug **in the front room** [The adjective phrase *in the front room* tells which rug.]

EXERCISE B Underline the adjective phrase in each of the following sentences.

Example 1. The post office building in our town is seventy-five years old. [The word group *in our town* tells which post office building.]

6. The paragraph after this one explains everything. [Which word group tells which paragraph?]

7. Jered tied the laces of his shoes.

8. Yes, the house down the street is his.

9. The path through the forest was well marked.

10. I've written everyone except Grandma and Grandpa thank-you notes.

Adverb Phrases

5d. A prepositional phrase that modifies a verb, an adjective, or an adverb is called an **adverb phrase**.

Like an adverb, an adverb phrase tells *how*, *when*, *where*, *why*, or *to what extent* (*how long*, *how much*, or *how far*).

ADVERBS Call now. [The adverb *now* tells when to call.]

Sharon crossed the finish line first. [The adverb *first* tells when Sharon crossed.]

ADVERB PHRASES Call on Monday. [The adverb phrase *on Monday* tells when to call.]

Sharon was first across the line. [The adverb phrase *across the line* tells how Sharon was first.]

EXERCISE C Underline the adverb phrase in each of the following sentences.

Example 1. The crowd rose from their seats. [The word group *from their seats* tells where they rose.]

11. Would you jump off the high dive? [Which word group tells *where* you would jump?]

12. On most afternoons, she practices piano.

13. Does she come home on holidays?

14. Before breakfast, Marco usually helps his mother.

15. Are you curious about the surprise?

The Participle and the Participial Phrase

Participles

5e. A **participle** is a verb form that can be used as an adjective.

Participles answer the same questions that adjectives answer—*What kind? Which one? How much? or How many?*

ADJECTIVES a **good** teacher [The adjective *good* answers the question, *What kind of teacher?*]

the **large** dog [The adjective *large* answers the question, *Which dog?*]

PARTICIPLES a **respected** teacher [The participle *respected* answers the question, *What kind of teacher?*]

the **panting** dog [The participle *panting* answers the question, *Which dog?*]

NOTE There are two types of participles—present participles and past participles. All present participles end in *-ing*. However, the forms of past participles are not always the same. Many past participles end in *-ed*. Other past participles may end in *-en* or *-t* or may be formed in other ways.

PRESENT PARTICIPLES **jumping** frog, **clapping** audience, **peeling** paint

PAST PARTICIPLES **completed** test, **chosen** person, **torn** paper

EXERCISE A Underline the participle in each of the following sentences.

Examples 1. Satisfied customers are the best form of advertisement. [The participle *Satisfied* answers the question, *What kind of customers?*]

2. Oh no, your little brother is playing in the revolving door! [The participle *revolving* answers the question, *Which door?*]

1. A stacked pile of wood stood next to the back door. [Which word is a verb form that is describing the noun *pile*?]
2. We need written confirmation of our reservations. [Which word is a verb form that is describing the noun *confirmation*?]
3. Please put the book on the painted bookshelf.
4. The sound of running water was pleasant.
5. Blistering heat forced the hikers into the shade.
6. Have you sent your elected officials a letter about your concerns?
7. Everyone watched the prancing horses and their riders.

8. We gave the young actors a standing ovation.
9. Is their specialty baked goods?
10. The next scheduled train should be here any moment.

Participial Phrases

- 5f.** A **participial phrase** consists of a participle and any modifiers or complements the participle has. The entire phrase is used as an adjective.

Notice that a participial phrase may appear at the beginning, the middle, or the end of a sentence.

BEGINNING **Bent into a gentle curve**, the oak slat was ready for assembly.

MIDDLE The oak slat, **bent into a gentle curve**, was ready for assembly.

END The carpenter attached an oak slat, **bent into a gentle curve**.

EXERCISE B Underline the participial phrase in each of the following sentences.

- Examples**
1. Habits practiced for years are not easily broken. [The participial phrase describes the word *Habits*.]
 2. A meeting will be held today for those concerned about the issue. [The participial phrase describes the word *those*.]
11. Listening intently, I heard several changes in her voice. [Which two-word phrase describes the word *I*?]
 12. Fold two eggs beaten with milk into the mixture. [Which word group describes the word *eggs*?]
 13. Her dream car was a convertible painted blue.
 14. Topping the bright package, the ribbon curled and bounced.
 15. We stayed in a room decorated with jungle scenes.
 16. The deer returned to her baby cuddled in the grass.
 17. He became an engineer known throughout the world.
 18. Above us, soaring with perfect ease, a bald eagle circled.
 19. Did you read the new book written by Gary Paulsen?
 20. Puzzled by the noise, we just waited outside.

The Infinitive and the Infinitive Phrase

Infinitives

- 5i.** An **infinitive** is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with *to*.

NOUN **To excel** requires effort. [*To excel* is the subject.]

ADJECTIVE That's the movie **to see**. [*To see* is an adjective describing the noun *movie*.]

ADVERB They're certain **to win**. [*To win* is an adverb describing the adjective *certain*.]

NOTE The word *to* is not always used with an infinitive. *To* can also be a preposition. To recognize an infinitive, use this method. First, find the word *to*. Then, ask yourself, *Is the word that follows to a verb?* If so, you've probably found an infinitive. If *to* is followed by a noun, you've probably found a prepositional phrase.

EXAMPLES Go **to** our store to shop! [The first *to* is followed by the noun *store*. This *to* is a preposition, and its object is *store*.]

Go to our store **to** shop! [The second *to* is followed by the verb *shop*. *To shop* is an infinitive.]

EXERCISE A For each of the following sentences, underline the infinitive.

Examples 1. Do you want to dance? [*To* is followed by the verb *dance*, so *to dance* is an infinitive.]

2. The rabbit ran too quickly to be seen. [*To* is followed by the verb *be seen*, so *to be seen* is an infinitive.]

1. The baby wasn't so difficult to please. [Is the word *to* followed by a verb?]
2. Larry, the lawn needs to grow. [Is the word *to* followed by a verb?]
3. To succeed takes faith in oneself and the world.
4. This song is really not hard to play, Bill.
5. It's too soon to tell.
6. Since fourth grade, her one goal has been to fly.
7. Now is the time to decide!
8. To write, one must think.
9. Am I the last to know?
10. In this race Tom Harold is the one to watch.

Infinitive Phrases

5j. An **infinitive phrase** consists of an infinitive and any modifiers or complements the infinitive has. The entire phrase can be used as a noun, an adjective, or an adverb.

NOUN Would you like **to join us**? [The infinitive *to join* is completed by the word *us*. The infinitive phrase is used as a noun that completes the meaning of the verb *like*.]

ADJECTIVE Do you have any **to sell at a lower price**? [The infinitive *to sell* is modified by the words *at a lower price*. The infinitive phrase is used as an adjective describing *any*.]

ADVERB Don't be so quick **to answer the question**. [The infinitive *to answer* is completed by the words *the question*. The infinitive phrase is used as an adverb describing the adjective *quick*.]

EXERCISE B Underline the entire infinitive phrase in each of the following sentences.

Examples 1. No, the paint is too wet to sit on. [*To sit* is the infinitive. The word *on* modifies the infinitive *to sit*.]

2. Do you plan to go to college? [*To go* is the infinitive. The word group *to college* modifies *to go*.]

11. What's the best way to take notes in class? [Is *to* followed by a verb? What words describe or complete that verb?]
12. To learn fine carpentry, you should study with an expert. [Is *to* followed by a verb? What words describe or complete that verb?]
13. Would you like to become a biologist?
14. It's somewhat early to predict the election results.
15. Be the first to sign up for our new club!
16. It's too hot to play soccer.
17. To learn Spanish well is one of my goals.
18. The senators asked for time to discuss the matter.
19. I just called to tell you about the party this weekend.
20. The explorers' purpose was to blaze a trail for others.

Appositives and Appositive Phrases

Appositives

5k. An **appositive** is a noun or a pronoun placed beside another noun or pronoun to identify or describe it.

APPOSITIVES Only one person, **Robin Thomas**, can do the job. [*Robin Thomas* identifies *person*.]

Only one person, **she**, can do the job. [*She* identifies *person*.]

Only she, **Robin Thomas**, can do the job. [*Robin Thomas* identifies *she*.]

NOTE Some appositives are set off with commas. Other appositives are so closely related to the word they identify or explain that no commas are used.

APPOSITIVE The artist **Jackson Pollock** was a wild painter. [No comma is needed because the appositive *Jackson Pollock* is so closely related to *artist*.]

EXERCISE A Underline the appositive in each of the following sentences.

Examples 1. My father, a sailor, is frequently away. [*Sailor* is an appositive that identifies the noun *father*.]

2. Someone, you, must do something! [*You* is an appositive that identifies the pronoun *someone*.]

1. The track coach, Mrs. Terry, runs with the team on Fridays. [Which word identifies the noun *coach*?]

2. The Appalachian Trail runs through this area, Shenandoah National Park. [Which three-word noun identifies the noun *area*?]

3. Sorry, but the only ones still available are these, the leftovers.

4. Careful and precise was the lab assistant, Jane.

5. I would like to introduce our mayor, Mr. Carlos Winter.

6. To what does the word *californium* refer?

7. Surely, they, the founders, would agree.

8. Have you read the novel *Hatchet*?

9. If you students can assist us, please call our toll-free number.

10. This play, *A Raisin in the Sun*, has endured.

Appositive Phrases

51. An **appositive phrase** includes an appositive together with its modifiers.

An appositive may be modified by adjectives, phrases, and even clauses. The appositive phrase includes the appositive and all of its modifiers.

EXAMPLE My grandmother, **the woman in the blue suit**, just won an award. [The appositive is *woman*. *Woman* is described by *the* and *in the blue suit*.]

EXERCISE B Underline the appositive phrase in each of the following sentences.

Examples 1. People in the Caribbean enjoy *blaff*, fish or pork stew. [The appositive phrase *fish or pork stew* identifies the noun *blaff*.]

2. Rent us a movie, please, any of the new releases. [The appositive phrase *any of the new releases* explains the noun *movie*.]

11. Thank our sponsor, the very generous Gadgets Company. [Which word group identifies who the *sponsor* is?]
12. I'm inviting everyone, every family at Hideaway Apartments. [Which word group explains who *everyone* is?]
13. Charlotte Forten, a famous African American educator in the nineteenth century, was published in *Atlantic Monthly*.
14. We must study and protect these, the only traces of that mysterious civilization.
15. The research team needs an assistant, someone with a background in chemistry.
16. A student of classical music, Nina Simone made popular music her realm.
17. Frankincense, a substance from African or Asian trees, has been a valuable item for more than two thousand years.
18. Honor and a sense of duty, those are the qualities of a great leader.
19. Harry gave me his new number, a cell phone out of this area code.
20. The best one, the only practical product on the market, is our Widget 3000.

Subordinate Clauses: The Adjective Clause

Subordinate Clauses

- 6c.** A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a complete sentence.

A subordinate clause always has a subject and a verb. In addition, a word such as *which*, *when*, or *after* often signals the beginning of a subordinate clause.

S V

EXAMPLES which you can see from here [The subordinate clause begins with the word *which*. The subject is *you*, and the verb is *can see*. The subordinate clause does not express a complete thought and cannot stand alone.]

S V

when the debate begins [The subordinate clause begins with the word *when*. The subject is *debate*, and the verb is *begins*. The subordinate clause does not express a complete thought and cannot stand alone.]

EXERCISE A Identify each of the following underlined clauses as a subordinate clause or not a subordinate clause. Write *S* for *subordinate clause* or *NS* for *not a subordinate clause* on the line provided.

Examples *S* 1. Sailors measure distance in nautical miles, which are equal to 6,076 feet.
[This word group begins with *which*, but the word group does not express a complete thought and cannot stand alone. Therefore, the word group is a subordinate clause.]

 NS 2. Although I'm no sailor, I love boats. [This word group expresses a complete thought and can stand alone. Therefore, the word group is not a subordinate clause.]

_____ 1. Anyone whose cat can fetch is all right by me. [Does this word group express a complete thought, and can the word group stand alone?]

_____ 2. Almond trees, which originally grew in North Africa and the westernmost parts of Asia, are now locally grown here. [Does this word group express a complete thought, and can the word group stand alone?]

_____ 3. Just reset the computer when it freezes up.

_____ 4. The valley had fields of grapevines which grow easily in this climate.

_____ 5. Do you remember the time when we got stuck in the snow?

_____ 6. Well, ladies and gentlemen, that was the kind of performance that has made him a star.

- _____ 7. That was the first day that I went to this school.
- _____ 8. What would happen if everyone voted?
- _____ 9. Since I moved here, I've made a lot of good friends.
- _____ 10. At that time, keelboats, which had no sails, carried most of the freight.

Adjective Clauses

6d. An **adjective clause** is a subordinate clause that modifies a noun or pronoun.

Like adjectives, adjective clauses can describe a person, place, thing, or idea. An adjective clause usually follows the word or words it describes. An adjective clause tells *which one* or *what kind*. Adjective clauses usually begin with connecting words. These connecting words are called **relative pronouns**. A relative pronoun helps connect an adjective clause to an independent clause. Common relative pronouns are *that*, *which*, *who*, *whom*, and *whose*.

EXAMPLES A girl **who speaks Mandarin Chinese** lives in our neighborhood. [*Who* begins the adjective clause. The adjective clause describes the noun *girl*.]
Have you seen the flower **that Jane bought at the plant store**? [*That* begins the adjective clause. The adjective clause describes the noun *flower*.]

EXERCISE B Underline the adjective clause in each of the following sentences.

Examples 1. My grandmother, who was born in Puerto Rico, owns a hair salon. [*Who* begins the adjective clause. The adjective clause describes the noun *grandmother*.]

2. That street is the one where Grandma's shop is located. [*Where* begins the adjective clause. The adjective clause describes the pronoun *one*.]

11. I even remember the day when it first opened. [Which word begins the adjective clause? Does the clause describe a noun or pronoun?]
12. That day was one that will be remembered around here for a long time. [Which word begins the adjective clause? Does the clause describe a noun or pronoun?]
13. Maria, whom Grandma employs as a manager, is my sister-in-law.
14. Maria has just hired Tony, whose daughter goes to school with me.
15. Grandma's shop caters to anybody who needs a great haircut.
16. After school, I sometimes have a snack at Ozzie's Restaurant, which is next door.
17. It is on a street where there are a lot of offices.
18. Ozzie is a well-known man, whose soup and sandwiches draw people from all around town.
19. People like everything that he makes.
20. Some people who have heard of Ozzie's delicious food come from far away.

Subordinate Clauses: The Adverb Clause

6c. A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a complete sentence.

A subordinate clause always has a subject and a verb. In addition, a word such as *before*, *until*, or *since* often signals the beginning of a subordinate clause.

EXAMPLES **S** **V**
 before you address the envelope [The subordinate clause begins with the word *before*. The subject is *you*, and the verb is *address*. The subordinate clause does not express a complete thought and cannot stand alone.]

S **V**
 until the school year ends [The subordinate clause begins with the word *until*. The subject is *year*, and the verb is *ends*. The subordinate clause does not express a complete thought and cannot stand alone.]

S **V**
 since we have known him [The subordinate clause begins with the word *since*. The subject is *we*, and the verb is *have known*. The subordinate clause does not express a complete thought and cannot stand alone.]

EXERCISE A Identify each of the following underlined clauses as a subordinate clause or not a subordinate clause. Write *S* for *subordinate clause* or *NS* for *not a subordinate clause* on the line provided.

Example S 1. You look as if you had just won a million dollars. [This word group has a subject, *you*, and a verb, *had won*, but the word group does not express a complete thought and cannot stand alone. Therefore, the word group is a subordinate clause.]

- _____ 1. Save your money so that you are always prepared for anything. [Does this word group express a complete thought, and can the word group stand alone?]
- _____ 2. The fire should be ready after the coals turn white.
- _____ 3. Our bus driver waited as long as she could.
- _____ 4. While the clothes were drying, we played chess.
- _____ 5. We met after school was over.

6e. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

Like adverbs, adverb clauses describe a verb, an adjective, or an adverb. Adverb clauses answer the following questions: *How? When? Where? Why? To what extent? How much? How long?* and *Under what conditions?*

for **CHAPTER 6: THE CLAUSE** pages 167–175 continued

Adverb clauses begin with words such as the following:

after	as soon as	in order that	until
although	as though	since	when
as	because	so that	whenever
as if	before	than	where
as long as	how	though	wherever
as much as	if	unless	while

These words connect an adverb clause to the rest of the sentence.

EXAMPLES **Before you answer the question**, you must read the passage in your book. [The adverb clause describes the verb *must read* and tells *when*. The word *before* begins the adverb clause and connects it with the rest of the sentence.]

Call Antonio **so that you can invite him to the concert**. [The adverb clause describes the verb *Call* and tells *why*. The words *so that* begin the adverb clause and connect it with the rest of the sentence.]

EXERCISE B Underline the adverb clause in each of the following sentences.

Examples 1. Go inside where you can cool off. [The adverb clause describes the verb *Go* and tells *where* you should go. The word *where* begins the adverb clause and connects it to the rest of the sentence.]

2. Did Ed work on the engine until the sun set? [The adverb clause describes the verb *Did work* and tells *when* Ed worked on the engine. The word *until* begins the adverb clause and connects it to the rest of the sentence.]

6. Our plane will be early unless there is a delay. [What clause describes the verb *will be*? Which word begins the adverb clause?]
7. Faster than anyone could have imagined, information travels around the world. [What clause tells something about the adverb *Faster*? Which word begins the adverb clause?]
8. Curious because the package rattled noisily, the cat ripped the paper off.
9. Until I had Mr. Johnson's class, I never appreciated classical music.
10. Tomorrow, when I have more information, I'll call you.
11. If you have balloons, I can make balloon animals.
12. Do those little pink lilies bloom whenever it rains?
13. The motor will be ruined unless it has oil.
14. Move quickly so that everyone can be served.
15. You'll be healthier if you eat properly.

Simple Sentences and Compound Sentences

Simple Sentences

7a. A **simple sentence** contains one independent clause and no subordinate clauses.

An independent clause has a subject and a verb. An independent clause expresses a complete thought and can stand alone as a sentence.

S V

EXAMPLES That **sweater has been** his trademark. [The entire sentence is an independent clause. *Sweater* is the subject, and *has been* is the verb, and the word group expresses a complete thought.]

V S

Is that **film** a classic? [The entire sentence is an independent clause. *Film* is the subject, and *Is* is the verb, and the word group expresses a complete thought.]

EXERCISE A Draw one line under the subject and two lines under the verb in each of the following simple sentences. Remember to include helping verbs such as *has*, *have*, and *can* when underlining verbs.

Example 1. Will you answer the phone, please? [The subject is *you*, and the verb is *Will answer*.]

1. Tiny, colorful stalls lined the street. [Which word is the subject? Which word is the verb?]
2. Hadn't he ever been to a play before?
3. The sound system was not working.
4. The CDs in that music store were all on sale.
5. Could you pour me a glass of water?

A simple sentence may have a compound subject, a compound verb, or both.

S S V

EXAMPLES **Desks and chairs were stacked** in the hallway. [*Desks and chairs* make up the compound subject in this sentence.]

S V V V

They cleaned the walls but **haven't painted** them yet. [*Cleaned* and *have painted* make up the compound verb in this sentence.]

S S V V

He and I had not **seen** or **heard** of it. [*He and I* make up the compound subject. *Had seen* and *heard* make up the compound verb.]

EXERCISE B Draw one line under the subject and two lines under the verb in each of the following sentences. Hint: Some sentences have a compound subject, a compound verb, or both.

Example 1. A few stones and mortar had become a magnificent fireplace. [*Stones and mortar* make up the compound subject. *Had become* is the verb.]

Complex Sentences and Compound-Complex Sentences

Complex Sentences

7c. A **complex sentence** contains one independent clause and at least one subordinate clause.

An independent clause is a word group that has a subject and a verb and expresses a complete thought. A subordinate clause also has a subject and a verb, but it does not express a complete thought. Subordinate clauses are connected to independent clauses with words such as *after, as, before, because, if, since, that, when, which, who, and whom*.

S V S V

COMPLEX SENTENCE When it snows, I play outside with my friends. [This complex sentence has one independent clause, *I play outside with my friends*, and one subordinate clause, *When it snows*. The subordinate clause begins with the connecting word *When*.]

EXERCISE A Draw one line under the independent clause in each of the following sentences. Then, draw two lines under the subordinate clause. Hint: Some sentences may contain more than one subordinate clause.

Examples 1. Joseph planted the cactus in sandy soil so that it has good drainage. [This complex sentence has one independent clause and one subordinate clause.]

2. After the storm ended, we noticed that branches had fallen all over the yard. [This complex sentence has one independent clause and two subordinate clauses.]

1. Are there any toys here that would be suitable for a two-year-old? [Which word group is an independent clause? Which word group is a subordinate clause?]
2. The plant has operated more safely since the new design has been in place. [Which word group is an independent clause? Which word group is a subordinate clause?]
3. Some scientists argue that the earth once had only one land mass, which later broke apart.
4. The cardinals were particularly cautious because their nest was nearby.
5. You can become someone whom people look up to and admire.
6. That student sings well although he is only a five-year-old.
7. When the world was young, dinosaurs roamed the earth.
8. The Omaha, whose lands centered in Nebraska's northeast quarter, have much in common with the Ponca.
9. Unless there is a cancellation, the earliest appointment is February 12 at 10:30 A.M.
10. People who live in Algeria use a unit of currency that is known as the centime.

Compound-Complex Sentences

- 7d.** A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

In the following examples, independent clauses are underlined once. Subordinate clauses are underlined twice.

EXAMPLES When it snows, I play outside, but my brother reads. [This compound-complex sentence has two independent clauses and one subordinate clause.]

After the concrete is poured, you must not step on the sidewalk until it has dried, or the finish will be ruined. [This compound-complex sentence has two independent clauses and two subordinate clauses.]

EXERCISE B Identify each of the following sentences. Write *CX* for a *complex sentence* or *CD-CX* for a *compound-complex sentence* on the line provided. Hint: You may want to underline the independent clauses once and subordinate clauses twice before you identify each sentence.

Example CD-CX 1. When the news first broke, everyone was surprised; however, today no one is concerned. [This sentence has two independent clauses, *everyone was surprised* and *today no one is concerned*, and one subordinate clause, *When the news first broke*. Therefore, this is a compound-complex sentence.]

- _____ 11. Even scientists cannot always agree; there will be some who maintain different views.
[How many independent clauses are there in this sentence?]
- _____ 12. Be careful while you handle these slides. [How many independent clauses are there in this sentence?]
- _____ 13. The winner of the 1962 Nobel Peace Prize was Linus Pauling, whose fame endures for his work on vitamin C.
- _____ 14. Are you certain that this formula will work, or should we continue our research?
- _____ 15. Have you read the story that our teacher assigned, or are you waiting until the weekend?

Agreement of Subject and Verb

8b. A verb should agree in number with its subject.

A subject and verb agree when they have the same number. When a word names one person, place, thing, or idea, it is *singular* in number. When a word names more than one person, place, thing, or idea, it is *plural* in number.

Singular Verbs

(1) Singular subjects take singular verbs.

Most verbs that end in *–s*, such as *goes* and *begins*, are singular.

S V

EXAMPLES The **bicycle handles** the bumpy road well. [The singular verb *handles* agrees with the singular subject *bicycle*.]

V S

Is the **singer** ready for the concert? [The singular verb *Is* agrees with the singular subject *singer*.]

NOTE Verbs used with the singular pronouns *I* and *you* do not end in *–s*.

EXAMPLE **I say** a word of encouragement whenever I can. [The singular verb *say*, which does not end in *–s*, agrees with the singular pronoun *I*.]

EXERCISE A Underline the verb form that agrees with the subject in each of the following sentences.

Example 1. On Saturday, I usually (go, goes) to a movie with friends. [The singular verb *go* agrees with the singular subject *I*.]

1. Sometimes a comedy (*catch*, *catches*) our eyes. [Is the subject singular or plural?]
2. (*Is*, *Are*) a matinee cheaper than an evening show?
3. Jack usually (*say*, *says*) he would prefer to see a science fiction movie.
4. This time, Sarah (*remind*, *reminds*) us that it is her turn to choose the movie.
5. She (*suggest*, *suggests*) an adventure movie, and we all agree.

Plural Verbs

(2) Plural subjects take plural verbs.

S V

EXAMPLES **Lizards bask** on sun-warmed stones. [The plural verb *bask* agrees with the plural subject *Lizards*.]

V S

Are the **Hendersons** at the movie theater? [The plural verb *Are* agrees with the plural subject *Hendersons*.]

EXERCISE B Underline the verb form that agrees with the subject in each of the following sentences.

Example 1. My friends, Alex and Marco, (share, shares) the same birthday. [The plural verb *share* agrees with the plural subject *friends*.]

6. Their parents (*has*, *have*) a lot of fun things planned for the party. [Is the subject singular or plural?]

7. All of us (*hopes*, *hope*) to celebrate their birthday tonight.

8. Some guests (*plans*, *plan*) to bring food and drinks.

9. Others (*prefers*, *prefer*) to bring decorations.

10. We (*knows*, *know*) that Alex and Marco will be very happy.

Agreement with Helping Verbs

A verb phrase is made up of a main verb and one or more helping verbs. The first helping verb in the verb phrase agrees with the subject.

S V

EXAMPLES The **bread has risen** for twenty minutes. [*Has risen* is the verb phrase. The singular helping verb *has* agrees with the singular noun *bread*.]

S V

Yes, the **twins do take** piano lessons weekly. [*Do take* is the verb phrase. The plural helping verb *do* agrees with the plural subject *twins*.]

REMINDER Even when the helping verb comes before the subject, as in a question, it agrees with the subject.

V S V

EXAMPLE **Has** the **concert ended** yet? [*Has ended* is the verb phrase. The singular helping verb *Has* agrees with the singular subject *concert*.]

EXERCISE C Underline the helping verb that agrees with the subject in each of the following sentences.

Example 1. (Is, *Are*) the word *millennium* spelled with two *l*'s and two *n*'s? [The singular helping verb *Is* agrees with the singular subject *word*.]

11. How long (*does*, *do*) a nanosecond last? [Is the subject singular or plural?]

12. We (*has*, *have*) read that it lasts one billionth of a second.

13. (*Does*, *Do*) the states of Montana and Idaho have many mountains?

14. This cool weather (*has*, *have*) energized me!

15. Kira (*has*, *have*) trained for the track meet all semester long.

for **CHAPTER 8: AGREEMENT** **pages 209–211** *continued*

S
S
V

Neither the **dogs** nor the **cats are playing** in the yard. [The verb is *are playing*. The plural helping verb *are* agrees with the plural subject *dogs* and the plural subject *cats*.]

EXERCISE B Circle the verb in parentheses that agrees with the compound subject in each of the following sentences. Each compound subject has been underlined for you.

Example 1. (Does, Do) spinach or lettuce taste better to you? [The verb is *Does taste*. The singular helping verb *Does* agrees with the singular subject *spinach* and the singular subject *lettuce*.]

6. Either Dad or Mom (*spend*, *spends*) time reading the paper every morning. [Are the subjects singular or plural?]
7. (*Is*, *Are*) either Trudi or Connie going to Arizona during spring break?
8. Neither Grandma nor Grandpa (*call*, *calls*) long distance very often.
9. Too much water or not enough water (*harms*, *harm*) most plants.
10. Neither Betsy nor Janet (*ride*, *rides*) her bicycle to school.

8i. When a singular subject and a plural subject are joined by *or* or *nor*, the verb agrees with the subject nearer the verb.

EXAMPLES On Saturdays, my **parents** or my **sister does** some gardening. [The singular subject *sister* is nearer to the verb. Therefore, the singular verb *does* is used.]

On Saturdays, my **sister** or my **parents do** some gardening. [The plural subject *parents* is nearer to the verb. Therefore, the plural verb *do* is used.]

EXERCISE C Underline the compound subject in each of the following sentences. Then, circle the verb in parentheses that agrees with the compound subject.

Example 1. Either we kids or Dad usually (sleeps, *sleep*) in on the weekend. [The singular subject *Dad* is nearer to the verb. Therefore, the singular verb *sleeps* is used.]

11. Neither my parents nor the children (*does*, *do*) every daily chore. [Which words make up the compound subject? Is the subject nearer the verb singular or plural?]
12. Either my mom or my dad (*cooks*, *cook*) dinner each night.
13. My brother and I often (*cleans*, *clean*) the kitchen afterward.
14. (*Is*, *Are*) Ana or Nick responsible for the recycling bins?
15. Usually, my older brother or my parents (*shops*, *shop*) for groceries.

Agreement with Indefinite Pronouns

A pronoun that does not refer to a specific person, place, thing, or idea is called an *indefinite pronoun*. When an indefinite pronoun is used as a subject, make sure the verb agrees with the pronoun.

Singular Indefinite Pronouns

8d. The following indefinite pronouns are singular:

anybody	either	neither	one
anyone	everybody	nobody	somebody
anything	everyone	no one	someone
each	everything	nothing	something

Use a singular verb to agree with each of these indefinite pronouns.

EXAMPLES **Everybody needs** vaccinations against polio. [The singular verb *needs* agrees with the singular subject *Everybody*.]

Each of the children **cries** a little over the shot. [The singular verb *cries* agrees with the singular subject *Each*.]

EXERCISE A Circle the verb in parentheses that agrees with the subject in each of the following sentences. Each subject has been underlined for you.

Example 1. Somebody (has, have) to turn out the lights! [The indefinite pronoun *Somebody* is always singular. The singular verb *has* agrees with the subject.]

1. Each of the girls (*keeps*, *keep*) her own garden. [Which verb agrees with the singular indefinite pronoun *Each*?]
2. Nothing (*prevents*, *prevent*) us from trying your plan.
3. Neither of the plums (*is*, *are*) ripe yet.
4. (*Has*, *Have*) anything been happening while we were away?
5. Either of these books (*looks*, *look*) interesting to read.

Plural Indefinite Pronouns

8e. The following indefinite pronouns are plural:

both	few	many	several
------	-----	------	---------

Use a plural verb to agree with each of these pronouns.

EXAMPLE **Several** of the nurses **are comforting** the children. [The plural verb *are* agrees with the plural subject *Several*.]

EXERCISE B Circle the verb in parentheses that agrees with the subject in each of the following sentences. Each subject has been underlined for you.

Example 1. Few of the seats (*has, have*) been taken. [The indefinite pronoun *Few* is always plural.

The plural verb *have* agrees with the subject.]

6. Both of my grandfathers (*enjoys, enjoy*) a good game of golf. [Which verb agrees with the plural indefinite pronoun *Both*?]

7. Several of the gymnasts (*does, do*) well on the balance beam.

8. (*Does, Do*) many of the children need a ride to the museum?

9. A few of Rob's shirts (*is, are*) at the dry cleaner's.

10. Several (*has, have*) finished their assignments already.

Singular or Plural Indefinite Pronouns

8f. These indefinite pronouns may be singular or plural, depending on how they are used in a sentence:

all

any

more

most

none

some

TIP Look at the phrase following the indefinite pronoun. If the noun in that phrase is singular, the pronoun is singular, too. If the noun in that phrase is plural, the pronoun is plural, too.

EXAMPLES **Some** of the **medicine** **has** expired. [The subject *Some* is singular because it refers to the singular noun *medicine*. The singular verb *has expired* agrees with the subject *Some*.]

Some of the **leases** **have** expired. [The subject *Some* is plural because it refers to the plural noun *leases*. The plural verb *have expired* agrees with the subject *Some*.]

EXERCISE C Underline the subject in each of the following sentences. Then, circle the verb in parentheses that agrees with the subject.

Example 1. All of the ducklings (*is, are*) getting their feathers. [The subject is *All*. The plural noun *ducklings* follows the subject. The plural verb *are* agrees with the plural subject.]

11. Most of my friends (*starts, start*) their day with a toothbrush and toothpaste. [What is the subject? Is the noun in the phrase that follows it singular or plural?]

12. Some of my sandwich (*has, have*) fallen onto the floor.

13. (*Doesn't, Don't*) all of the students enjoy their lunch?

14. More of the salad (*has, have*) been eaten.

15. All of the men in my family (*shaves, shave*) regularly.

Pronoun-Antecedent Agreement A

A pronoun is a word that takes the place of a noun or another pronoun. The word a pronoun replaces is called the pronoun's *antecedent*.

8q. A pronoun should agree in both number and gender with its antecedent.

Singular Pronouns and Antecedents

Singular pronouns agree with singular antecedents, which may be nouns or other pronouns.

A **P**

EXAMPLE The **dough** rose in **its** pan. [The singular pronoun *its* agrees with its singular antecedent, *dough*.]

Some singular pronouns also have forms that tell the gender of the person or thing they name. *Feminine pronouns* (*she, her, hers, herself*) refer to females. *Masculine pronouns* (*he, him, his, himself*) refer to males. *Neuter pronouns* (*it, its, itself*) refer to things that are neither female nor male. Neuter pronouns also sometimes refer to animals.

A **P**

EXAMPLES **She** asked for croutons on **her** salad. [The feminine pronoun *her* agrees with its feminine antecedent, *She*.]

A **P**

My **brother** said that **he** might want to go to a movie this weekend. [The masculine pronoun *he* agrees with its masculine antecedent, *brother*.]

A **P**

Carefully take the **bread** out of the oven before **it** burns! [The neuter pronoun *it* agrees with the neuter antecedent, *bread*.]

EXERCISE A Read each sentence below, paying attention to the antecedent that has been underlined. Then, write an appropriate pronoun in each blank. The pronoun you choose must agree in number and gender with its antecedent.

Example 1. Maria stays busy in her room after school. [The antecedent, *Maria*, is singular and feminine, so the pronoun must also be singular and feminine.]

1. A bluejay is building _____ nest in our yard. [Which pronoun agrees with *bluejay*?]
2. Please ask Mr. Winters if _____ would help us with the car wash this weekend.
3. Before the concert, Carlos polishes _____ trombone.
4. Is Betsy's sister a pilot, or is _____ a doctor?
5. Has Mom made _____ delicious vegetable stew tonight?

Plural Pronouns and Antecedents

Plural pronouns agree with plural antecedents, which may be nouns or other pronouns.

EXAMPLE The **mushrooms** simmered in **their** own juices. [The plural pronoun *their* agrees with the plural antecedent, the noun *mushrooms*.]

for **CHAPTER 8: AGREEMENT** **pages 219–220** *continued***NOTE** Plural pronouns do not show gender.

EXERCISE B Read each sentence below, paying attention to the antecedent that has been underlined. Then, write an appropriate pronoun in each blank. The pronoun you choose must agree in number and gender with its antecedent.

Example 1. We students stay busy in our town on Friday nights. [The antecedent *We* is plural, so the pronoun must be plural, too.]

6. The team members prepare for _____ big game on Saturday. [Which pronoun agrees with the antecedent *members*?]
7. Please find out whether the files have labels on _____.
8. The yearbook photographers load _____ cameras into the trunk of the car.
9. Did your parents say that _____ could take us to the exhibit?
10. The girls say that a great performance is important to _____.

8r. Use a singular pronoun to refer to two or more singular antecedents joined by *or* or *nor*.

EXAMPLE Teresa or Nina will go with **her** group to the science fair. [The singular pronoun *her* agrees with the singular antecedents, *Teresa* and *Nina*, which are joined by *or*.]

8s. Use a plural pronoun to refer to two or more antecedents joined by *and*.

EXAMPLE Both the **lamp and** the **table** have scratches on **them**. [The plural pronoun *them* agrees with the antecedents *lamp* and *table*, which are joined by *and*.]

EXERCISE C Read each sentence below, paying attention to the antecedents that have been underlined and the word that joins them. Then, write an appropriate pronoun in each blank. The pronoun you choose must agree in number and gender with its antecedent.

Example 1. Have Patrick and Julie said that they would be there? [The plural pronoun *they* agrees with the antecedents *Patrick* and *Julie*, which are joined by *and*.]

11. Stephen and Jeremy gave _____ addresses to us. [What word joins the two antecedents? Which pronoun agrees with the antecedents?]
12. Either Mrs. Lee or Mrs. Stewart will announce _____ decision.
13. Will both Janet and Karen read _____ poems?
14. Neither Jason nor Marc finished _____ homework yet.
15. Either Connie or Rebecca will play _____ song before Jane performs.

EXERCISE B Read each sentence below, paying attention to the antecedent that has been underlined. Then, circle the pronoun or pronoun group that agrees in number and gender with the antecedent.

Example 1. A few of the words were written on the board; (they *it*) were not hard to spell. [The pronoun *they* agrees with the antecedent *few*, because both are plural.]

6. Did several of your friends get (*his or her, their*) invitations in the mail? [Which pronoun or pronoun group agrees with the antecedent *several*?]

7. Please see if both of the cups are dirty. If so, we should wash (*it, them*) right now.

8. At the park, many of the children are playing with (*its, their*) friends.

9. Few of the books have prices on (*it, them*).

10. Several of Jason's friends have brought (*his or her, their*) photo albums.

Singular or Plural Pronouns

These indefinite pronouns may be singular or plural, depending on how they are used in a sentence:

all	any	more	most	none	some
-----	-----	------	------	------	------

To identify the number of one of these pronouns, look at the phrase that follows the pronoun. If the noun in that phrase is singular, the pronoun is singular, too. If the noun in that phrase is plural, the pronoun is plural, too.

EXAMPLES Has **any** of the **spice** lost **its** flavor? [The pronoun *its* agrees with the antecedent *any*, which is singular because it refers to just one spice.]
Have **any** of the **spices** lost **their** flavors? [The pronoun *their* agrees with the antecedent *any*, which is plural because it refers to more than one spice.]

EXERCISE C Read each sentence below, paying attention to the antecedent that has been underlined. Then, circle the pronoun that agrees in number and gender with the antecedent.

Example 1. Have none of the roses opened (*its, their*) blossoms yet? [The pronoun *their* agrees with the antecedent *none*, which is plural because it refers to more than one rose.]

11. If any of the fruit is still good, I will eat (*them, it*) after school. [Is the antecedent *any* singular or plural? Which pronoun agrees with the antecedent?]

12. Most of the ants abandoned (*its, their*) mound.

13. Why was all of the casserole still in (*its, their*) dish after the meal?

14. Some of the camera equipment has not been put in (*their, its*) place on the shelf.

15. Have more of the players brought (*his or her, their*) uniforms?

Regular and Irregular Verbs

Regular Verbs

9b. A **regular verb** forms its past and past participle by adding *–d* or *–ed* to the base form.

BASE FORM OF VERB	PRESENT PARTICIPLE (–ING FORM)	PAST FORM (–ED FORM)	PAST PARTICIPLE (–ED FORM)
inspect	[is] inspecting	inspected	[have] inspected
shop	[is] shopping	shopped	[have] shopped
disagree	[is] disagreeing	disagreed	[have] disagreed

TIP When people speak quickly, they sometimes sound as though they are dropping the *–d* or *–ed* ending, especially in words like *used*, *supposed*, and *prejudiced*. No matter how these words sound to you, they are spelled with *–ed*.

NONSTANDARD Tim was suppose to be here. [The *–ed* is missing from the past form.]

STANDARD Tim was **supposed** to be here.

EXERCISE A Fill in the blank in each sentence with the correct form of the regular verb. The verb you will use is given in parentheses after each sentence.

Example 1. I shopped at the grocery store yesterday. (*shop*) [The past tense of *shop* is *shopped*.]

- The vegetable bins _____ fresh spinach, mushrooms, and ginger root. (*offer*) [What is the past form of the verb in parentheses?]
- Am I _____ to buy ginger root? (*suppose*)
- I have _____ scallops, but I have never eaten mussels. (*taste*)
- As I was _____ through the store, I saw the display of spices. (*walk*)
- I could have _____ all the types of spice, but I did not have time. (*count*)

Irregular Verbs

9c. An **irregular verb** forms its past and past participle in some other way than by adding *–d* or *–ed* to the base form.

Irregular verbs form their past and past participle in several ways. The verb's vowel may change, or the verb's consonants may change.

BASE FORM	PRESENT PARTICIPLE	PAST FORM	PAST PARTICIPLE
sing	[is] singing	sang	[have] sung
bind	[is] binding	bound	[have] bound
spend	[is] spending	spent	[have] spent

TIP When you are not sure whether a verb is regular or irregular, do not guess. Look the verb up in a good dictionary. The dictionary will list all irregular forms of a verb.

for **CHAPTER 9: USING VERBS CORRECTLY** **pages 232–238** *continued*

EXERCISE B Circle the correct form of the irregular verb in each sentence. Hint: You may want to review the list of irregular verbs in your textbook before doing this exercise.

Example 1. She (ran *run*) her first marathon last weekend. [The vowel *u* in *run* changes to *a* in the past form *ran*.]

6. Look! Your baby brother (*built*, *builded*) a tower of four blocks. [Does the vowel or consonant change in the past form?]

7. Sadly, our soccer team (*lost*, *losed*) the second game.

8. I (*becomed*, *became*) sleepy during the late movie.

9. Have the trees (*began*, *begun*) to lose their leaves?

10. My uncle (*sent*, *sended*) me a photograph of his new house.

To form the past and the past participle, an irregular verb's vowels *and* consonants may change, or the verb may make no changes at all.

BASE FORM	PRESENT PARTICIPLE	PAST FORM	PAST PARTICIPLE
buy	[is] buying	bought	[have] bought
bring	[is] bringing	brought	[have] brought
burst	[is] bursting	burst	[have] burst

EXERCISE C Circle the correct form of the irregular verb in each sentence. Hint: You may want to review the list of irregular verbs in your textbook before doing this exercise.

Example 1. Ralph (*feeled*, felt) much better after he rested. [Both the vowel and the final consonant of *feel* change to form the past *felt*.]

11. The cat (*put*, *putted*) its toy mouse on my pillow! [Does the past form change?]

12. What have you (*sold*, *selled*) at the garage sale so far?

13. How many pecans have (*falled*, *fallen*) from the tree?

14. Jess (*speaked*, *spoke*) at the last meeting of the school board.

15. Those two shirts (*cost*, *costed*) less at the other store.

Tense

The Six Tenses

9d. The **tense** of a verb indicates the time of the action or state of being expressed by the verb.

The time of an action or state of being can be **past**, **present**, or **future**. Every verb has six tenses. The six tenses indicate different ways of expressing time.

Here are three tenses.

PRESENT The mole **digs** a burrow. [The present tense verb *digs* indicates an action that happens regularly.]

PRESENT PERFECT The mole **has dug** a burrow. [The present perfect tense verb *has dug* indicates an action that started to happen sometime in the past. The action may continue into the present.]

PAST The mole **dug** a burrow. [The past tense verb *dug* indicates an action that happened at a particular time in the past.]

EXERCISE A Identify the tense of each underlined verb in the following sentences. Write *present*, *present perfect*, or *past* on the line provided.

Example present perfect 1. Has Reed finished his report already? [*Has finished* is the present perfect tense of the verb *finish*.]

_____ 1. We gathered wild blackberries last summer. [Which verb tense indicates an action that happened last summer?]

_____ 2. The student council meets twice a month.

_____ 3. Have you ever eaten a perfectly ripe mango?

_____ 4. The bats fly out of the cave at dusk.

_____ 5. The movie has already started.

Here are three more tenses.

PAST PERFECT The mole **had dug** a burrow. [The past perfect tense verb *had dug* indicates an action that happened before a specific time in the past.]

FUTURE The mole **will dig** a burrow. [The future tense verb *will dig* indicates an action that will happen in the future.]

FUTURE PERFECT The mole **will have dug** a burrow. [The future perfect tense verb *will have dug* indicates an action that will have happened before a specific time in the future.]

EXERCISE B Identify the tense of each underlined verb in the following sentences. Write *past perfect*, *future*, or *future perfect* on the line provided.

- Example** future 1. The bread will taste better when we toast it. [*Will taste* is the future tense of the verb *taste*.]
- _____ 6. By December, we will have lived in Nebraska for a year. [Which tense indicates an action that will have happened by a specific time in the future?]
- _____ 7. With hard work and a good attitude, they will succeed.
- _____ 8. He had eaten breakfast before he came to school.
- _____ 9. By the time she finishes this book, she will have read a thousand pages.
- _____ 10. The drama class had already painted the scenery.

The Progressive Form

Each tense also has an additional form called the *progressive form*. The progressive form expresses an action or state of being that keeps going on. In each tense, the progressive form of a verb consists of the appropriate form of *be* plus the verb's present participle.

REMINDER The present participle is the *-ing* form of the verb.

PRESENT PROGRESSIVE Tad **is cleaning** the computer.

PAST PROGRESSIVE Tad **was cleaning** the computer.

FUTURE PROGRESSIVE Tad **will be cleaning** the computer.

PRESENT PERFECT PROGRESSIVE Tad **has been cleaning** the computer.

PAST PERFECT PROGRESSIVE Tad **had been cleaning** the computer.

FUTURE PERFECT PROGRESSIVE Tad **will have been cleaning** the computer.

EXERCISE C Write the verb form indicated in parentheses on the line provided.

Example 1. My father will be arriving home soon. (future progressive form of *arrive*) [The future progressive form of *arrive* is *will be arriving*.]

11. The two-year-old _____ around the playground. (past progressive form of *run*)
[Progressive forms use a form of the verb *be* and the *-ing* form of the verb.]
12. Next summer, I _____ my grandparents in Canada. (future tense of *visit*)
13. Athletes _____ part in Olympic games as early as 776 B.C. (past tense of *take*)
14. By next month, Nancy _____ enough money for the trip. (future perfect tense of *earn*)
15. Matthew _____ a poster for the play. (present perfect tense of *design*)

Sit and Set, Rise and Raise, Lie and Lay

Sit and Set

The verb *sit* means “to be seated” or “to rest.” *Sit* seldom takes an object.

REMINDER An object is a word that receives the action of a verb.

EXAMPLE The audience **had sat** patiently for an hour. [*Had sat* means *had been seated*. There is no object.]

The verb *set* usually means “to place (something somewhere)” or “to put (something somewhere).” *Set* usually takes an object.

EXAMPLE Adam, please **set** the groceries on the counter. [*Set* takes an object, *groceries*.]

TIP To choose between *sit* and *set*, try replacing the verb with a form of *put*. If the new sentence makes sense, then you will probably use a form of the verb *set*. If the new sentence does *not* make sense, then you will probably use a form of the verb *sit*.

EXAMPLES Can you (*sit* or *set*) up the volleyball net by yourself? [Does *Can you put up the volleyball net by yourself* make sense? Yes, so *set* is the right verb to use.]
Can your baby sister (*sit* or *set*) up by herself? [Does *Can your baby sister put up by herself* make sense? No, so *sit* is the right verb to use.]

EXERCISE A Circle the verb that correctly completes each of the following sentences.

Example 1. (Sit) Set) down in the waiting room, please. [*Sit* means *be seated* and has no object.]

1. Have you (*sit*, *set*) your books on the shelf? [Does the verb have an object?]
2. The cardinal is (*sitting*, *setting*) on its nest.
3. Last week, we (*sat*, *set*) at a table in the back of the cafeteria.
4. At 7:00 yesterday morning, we were (*sitting*, *setting*) up the obstacle course.
5. The students had already (*sat*, *set*) up the experiment.

Rise and Raise

The verb *rise* means “to move upward” or “to go up.” *Rise* does not take an object.

EXAMPLE On some days, the moon **rises** while the sun is still out. [*Rises* means *goes up* and does not take an object.]

The verb *raise* usually means “to lift something up.” *Raise* usually takes an object.

EXAMPLE The woman **is raising** her hand. [*Is raising* takes an object, *hand*.]

EXERCISE B Circle the verb that correctly completes each sentence.

Example 1. Did Nora (raise rise) the flag this morning? [The verb has an object, *flag*, so *raise* is the correct verb.]

6. The sun had (*raised*, *risen*) by the time we left. [Does the verb have an object?]

7. The birds will (*raise*, *rise*) the hatchlings.

8. Mark (*rose*, *raised*) from his chair and walked to the chalkboard.

9. Poison ivy always (*raises*, *risen*) an itchy red rash on my skin.

10. Brick by brick, the walls of the new house are (*rising*, *raising*) higher each day.

Lie and Lay

The verb *lie* usually means “to recline,” “to be in a place,” or “to remain lying down.” *Lie* does not take an object.

EXAMPLE Kathleen **lies** down for a quick nap in the afternoon. [*Lies* means *reclines* and does not have an object.]

The verb *lay* usually means “to put (something) down” or “to place (something somewhere).” *Lay* usually takes an object.

EXAMPLE Maria **laid** the newspaper on the table. [*Laid* means *placed* and takes an object, *newspaper*.]

TIP To choose between *lie* and *lay*, try replacing the verb with a form of *put*. If the new sentence makes sense, then you will probably use a form of the verb *lay*. If the sentence does *not* make sense, then you will probably use a form of the verb *lie*.

EXAMPLES (*Lie* or *Lay*) your head on this pillow. [Does *Put your head on this pillow* make sense? Yes, so *lay* is the correct verb to use.]

He had obviously been (*lying* or *laying*) in the sun too long. [Does *He had obviously been putting in the sun too long* make sense? No, so *lie* is the correct verb to use.]

EXERCISE C Circle the verb that correctly completes each of the following sentences.

Example 1. The catfish (lay laid) on the river bottom. [*Lay* is the past tense of *lie* and means *reclined*. The verb has no object.]

11. (*Lay*, *Lie*) that hammer down, and help me with this board. [Does the verb have an object?]

12. Whose socks are (*laying*, *lying*) in the hallway?

13. Did I (*lie*, *lay*) my notebook on your desk?

14. The clerk stacked up the folded shirts and (*lay*, *laid*) them on the counter.

15. The cat has (*lain*, *laid*) in this sunny spot all morning.

The Forms of Personal Pronouns A

Case

Case is the form that a pronoun takes to show its relationship to other words in a sentence. English has three cases for pronouns: the nominative case, the objective case, and the possessive case.

The *nominative case* is used when a pronoun is the subject of a verb or is used as a predicate nominative. The nominative case personal pronouns are *I, you, he, she, it, we, and they*.

EXAMPLES **They** will attend the study session tomorrow. [The pronoun *They* is in the nominative case.]

The winner was **he**. [The pronoun *he* is in the nominative case.]

The *objective case* is used when the pronoun is a direct object, an indirect object, or an object of a preposition. The objective case pronouns are *me, you, him, her, it, us, and them*.

EXAMPLE If the phone rings, please answer **it** for **me**. [The pronouns *it* and *me* are in the objective case.]

NOTE The pronouns *you* and *it* are the same in the nominative and objective cases.

The *possessive case* is used when the pronoun shows ownership of something. The possessive case pronouns are *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*.

EXAMPLE Did John and Chris send **their** applications yet? [The pronoun *their* shows that the applications belong to John and Chris.]

EXERCISE A Identify the case of the underlined pronoun in each of the following sentences. On the line provided, write *N* if the pronoun is in the *nominative case*, *O* if the pronoun is in the *objective case*, and *P* if the pronoun is in the *possessive case*.

Example **Example** 1. Except for him, the class was ready to leave. [*Him* is in the objective case.]

 1. She will take Algebra I this year. [Which case is the pronoun *She*?]

 2. Will Frank bring his famous tamales to the party?

 3. Mrs. Chatham showed us the photographs from her trip.

 4. They remembered to bring their jackets.

 5. As the family drove away, the boy waved to them.

The Nominative Case

10a. The subject of a verb should be in the nominative case.

EXAMPLE **They** prepared lunch while **I** set the table. [*They* is the subject of the verb *prepared*. *I* is the subject of the verb *set*. Both pronouns are in the nominative case.]

for **CHAPTER 10: USING PRONOUNS CORRECTLY** **pages 262–265** *continued*

EXERCISE B Circle the correct pronoun or pair of pronouns in parentheses in each of the following sentences.

- Example 1.** Did (they, *them*) buy tickets for the dance yet? [*They* is the subject of the verb *did buy*.]
6. The train stopped, and (*he and I*, *him and me*) got on. [Are the pronouns used as subjects of a verb?]
7. How could (*I*, *me*) have forgotten about the dance!
8. Were (*they*, *them*) waiting for us?
9. (*You and I*, *You and me*) will have the same lunch period next year.
10. (*He and she*, *Him and her*) have known each other since they were children.

10b. A **predicate nominative** should be in the nominative case.

A predicate nominative is a noun or pronoun that is in the predicate and that identifies or refers to the subject. A pronoun that is used as a predicate nominative completes the meaning of a linking verb. Linking verbs are often forms of the verb *be* (*am*, *are*, *is*, *was*, *were*, *be*, *been*, or *being*).

EXAMPLE Were the only students in class **she** and **I**? [The pronouns *she* and *I* are a compound predicate nominative. The pronouns complete the meaning of the linking verb *Were* and identify the subject *students*.]

TIP To choose the correct form of a pronoun used as a predicate nominative, reverse the order of the words in the sentence so that the subject and the predicate nominative change places. Try each pronoun by itself with the verb. Choose the pronoun that sounds right with the verb.

ORIGINAL The tallest girl is (*her*, *she*).

REVERSED (*Her*, *She*) is the tallest girl. [*She is* sounds right. *Her is* does not sound right.]

ANSWER The tallest girl is **she**. [The correct pronoun is *she*.]

EXERCISE C Circle the correct pronoun or pair of pronouns in parentheses in each of the following sentences.

Example 1. The reporters are (he and she, *him and her*). [The pronouns *he and she* are used as the predicate nominative of the verb *are* and are in the nominative case.]

11. Some of the students who applied were (*they*, *them*). [Is the pronoun used as a predicate nominative?]
12. Were the winners (*he and I*, *him and me*)?
13. The composer of that song was (*he*, *him*).
14. The next speaker will be (*I*, *me*).
15. That remarkable woman is (*she*, *her*)!

The Forms of Personal Pronouns B

The Objective Case

10c. A **direct object** should be in the objective case.

A direct object is a noun, pronoun, or word group that answers the question *Who* (or *What*) *receives the action of the verb*?

EXAMPLE Raymond lost his glasses but found **them** later. [The pronoun *them* tells what Raymond found and is in the objective case.]

EXERCISE A Circle the correct pronoun or pronouns in parentheses in the following sentences.

Example 1. The teacher has already helped (*he and she, him and her*). [The pronouns *him* and *her* are direct objects of the verb *has helped* and are in the objective case.]

1. Science excites (*she and I, her and me*) more than any other subject. [Whom does science excite?]
2. Do the cats like (*he, him*)?
3. My cousin will drive (*you and I, you and me*) home.
4. When the loaves have risen, put (*they, them*) in the oven.
5. The smell of baking bread attracted (*we, us*).

10d. An **indirect object** should also be in the objective case.

An indirect object tells *to whom* or *what* or *for whom* or *what* the action of the verb is done. An indirect object usually comes between an action verb and the direct object of that verb.

EXAMPLE Mom ordered **us** some chicken. [The pronoun *us* tells *for whom* the chicken was ordered. *Us* comes between the verb *ordered* and the direct object *chicken*.]

EXERCISE B Circle the correct pronoun or pronouns in parentheses in the following sentences.

Example 1. Did you give (*he and she, him and her*) directions to your house? [The pronouns *him* and *her* are indirect objects that tell to whom directions were given.]

6. Did Jonah bring (*she, her*) the math book? [To whom did Jonah bring the book?]
7. Show (*they, them*) the map in that book.
8. We're not hungry, so don't bring (*we, us*) anything.
9. Please fix (*me, I*) a sandwich.
10. Should I take (*they, them*) some flowers?

for **CHAPTER 10: USING PRONOUNS CORRECTLY** **pages 267–271** *continued***10e.** An **object of a preposition** should be in the objective case.

A noun or a pronoun that follows a preposition is called the object of a preposition.

EXAMPLE Tom and Janie sat beside **us** and **them**. [*Us* and *them* are the objects of the preposition *beside* and are in the objective case.]

EXERCISE C Circle the correct pronoun or pronouns in parentheses in the following sentences.

Example 1. Mom was proud of (I, me) when I competed in the contest. [The pronoun *me* is the object of the preposition *of* and is in the objective case.]

11. Please take a seat behind (*they, them*). [Which pronoun is used following the preposition *behind*?]
12. Was that project done by (*you and he, you and him*)?
13. Ms. Martin told the story to James and (*I, me*).
14. Toss the ball to (*he, him*) next time.
15. Explain that for (*I, me*), please.

10f. The personal pronouns in the possessive case—*my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*—are used to show ownership or possession.

EXAMPLES The third house on the left is **ours**. [The possessive pronoun *ours* acts as the predicate nominative of the verb *is*.]

Has she given **hers** to the teacher? [The possessive pronoun *hers* acts as the direct object of the verb *Has given*.]

I enjoyed reading **your** essay. [The possessive pronoun *your* tells whose essay.]

EXERCISE D Complete the following sentences by writing an appropriate possessive pronoun on the line provided. Use a different pronoun for each sentence.

Example 1. Have you met my cousin? [The possessive pronoun *my* tells whose cousin.]

16. If you bring your guitar, David will bring _____, too. [What possessive pronoun could act as the direct object of *will bring*?]
17. _____ parents will be in the audience for tonight's show.
18. I've completed my part, and they've completed _____.
19. _____ is the one with the green plastic cover.
20. What have you selected as the topic for _____ research paper?

Special Problems in Pronoun Usage

Who and Whom

Who and *whoever* are nominative case pronouns. Use them as subjects of sentences and as predicate nominatives. *Whom* and *whomever* are objective case pronouns. Use them as direct objects, indirect objects, or objects of prepositions.

NOMINATIVE CASE Karen is the one who told me about the results. [*Who* is the subject of the verb *told* in the subordinate clause.]

Whoever solves the puzzle first will win the prize. [*Whoever* is the subject of the verb *solves* in the subordinate clause.]

Who will be your new partner? [*Who* is the predicate nominative of the linking verb *will be*, and it renames the subject, *partner*.]

OBJECTIVE CASE My new neighbor, whom I just met, moved here from Arkansas. [*Whom* is the direct object of the verb *met* in the subordinate clause.]

Whomever we select as our new bass player will need time to learn our songs. [*Whomever* is the object of the verb *select* in the subordinate clause.]

EXERCISE A Underline the correct form of the pronoun in parentheses in each of the following sentences. First, decide how the pronoun functions in the underlined clause.

Example 1. Has the committee announced (who, whom) the chairperson will be? [In the clause, the pronoun acts as the predicate nominative of the verb *will be*. Predicate nominatives use the nominative case form, *who*.]

1. The cousins (who, whom) I most often see live only an hour away. [Is the pronoun used as a subject or an object in the clause?]
2. (Who, Whom) are you inviting to dinner?
3. Please ask (whoever, whomever) comes to the audition to fill out this information sheet.
4. (Who, Whom) is looking for a part-time job?
5. The actor (who, whom) we both liked so much won the award for best performance.

Pronouns with Appositives

Sometimes, a pronoun is followed by an appositive that identifies the pronoun. Sometimes, a pronoun is used as an appositive. The case of the pronoun is still determined by how the pronoun is used in the sentence.

EXAMPLES **We** teammates must each do our job to complete the project. [*We*, the subject pronoun, is identified by the appositive *teammates*. Because *We* is the subject of the verb *must do*, it is in the nominative case.]

We asked the guest speakers, Ms. Adams and **him**, many questions about their experiences as journalists. [Because *him* identifies the indirect object *speakers*, it is in the objective case.]

EXERCISE B Underline the correct pronoun in parentheses in each of the following sentences.

Example 1. (*Us*, *We*) tennis players drink plenty of water during the summer. [The pronoun serves as the subject of the verb *drink*. The pronoun should be in the nominative case. *We* is correct.]

6. Both sides—our opponents and (*we*, *us*)—agreed that the decision was fair. [Is the pronoun an appositive for a subject or an object?]
7. Sharon brought her guests, Justin and (*she*, *her*), fresh fruit for lunch.
8. The judge assigned a number to each of (*us*, *we*) competitors.
9. (*We*, *Us*) photo club members develop our own film.
10. Have you replied to your pen pals, Karla and (*she*, *her*), thanking them for the pictures?

Reflexive Pronouns

When you use standard, formal English for writing or speaking, you should not use the nonstandard pronoun forms *hisself* and *theirselves* or *theirselves*. The standard forms are *himself* and *themselves*.

EXAMPLES Their parents watched as the children cleared **themselves** a campsite and Jack set up the tent by **himself**. [*Themselves* and *himsel* are correct according to formal, standard English.]

EXERCISE C Underline the correct pronoun in each of the following sentences. Choose the pronoun that is correct according to formal, standard English.

Example 1. David built that kite by (*himself*, *hissel*). [The pronoun *himself* is correct according to formal, standard English.]

11. A pair of robins built (*themselves*, *theirselves*) a nest in that tree. [Which pronoun is correct according to formal, standard English?]
12. Leo pushed (*hissel*, *himself*) to finish the course in his fastest time.
13. Terrell found chairs for Teresa and (*himself*, *hissel*).
14. The officials conferred among (*theirselves*, *themselves*) before they made a decision.
15. Alex was careful not to spill the lemonade on (*himself*, *hissel*).

Forms of Modifiers

A **modifier** is a word or word group that makes the meaning of another word or word group more specific. The two kinds of modifiers are *adjectives* and *adverbs*. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs.

- 11a.** If a word in the predicate modifies the subject of the verb, use the adjective form. If it modifies the verb, use the adverb form.

EXAMPLES Their gift was **generous**. [*Generous* is an adjective that makes the meaning of the subject *gift* more specific.]

They gave **generously**. [*Generously* is an adverb that makes the meaning of the verb *gave* more specific.]

REMINDER Many adverbs end in *-ly*.

TIP If you're trying to figure out whether to use an adjective or an adverb after a verb, look at the verb. Ask, *Is the verb a linking verb?* If so, the modifier to use after the verb is probably an adjective. If the verb is not a linking verb, the modifier to use after the verb is probably an adverb. Some common linking verbs are *am, appear, be, become, feel, grow, look, remain, seem, stay, and taste*.

V ADJ

ADJECTIVE Our pet rabbit's fur feels **soft**. [The verb *feels* is used as a linking verb. *Soft* comes after the verb *feels*, and it is an adjective. *Soft* makes the meaning of the noun *fur* more specific.]

V

ADV

ADVERB The child felt our pet rabbit **softly**. [The verb *felt* is not used as a linking verb. *Softly* makes the meaning of the verb *felt* more specific. *Softly* is an adverb.]

EXERCISE A Tell whether the underlined word in each sentence is an adjective or an adverb. Write *ADJ* or *ADV* on each line provided.

Examples ADV 1. The hurricane moved slowly across the Atlantic. [The verb *moved* is not a linking verb. *Slowly* comes after the verb and is an adverb. *Slowly* makes the meaning of the verb *moved* more specific.]

ADJ 2. Is the orchestra familiar with Rossini's *William Tell Overture*? [The verb *is* is a linking verb. *Familiar* comes after the verb and is an adjective. *Familiar* makes the meaning of the noun *orchestra* more specific.]

_____ 1. The children were happy to see their grandparents. [Is *were* a linking verb?]

_____ 2. Does this sweater look red to you? [Is *look* used as a linking verb?]

for **CHAPTER 11: USING MODIFIERS CORRECTLY** **pages 282–300** *continued*

- _____ 3. I can barely read the writing on the billboard.
- _____ 4. The scientist handled the fossil delicately.
- _____ 5. Is that novel interesting?
- _____ 6. Bobby Fischer played chess extremely well.
- _____ 7. If you look carefully, you can see faint drawings on the walls of the cave.
- _____ 8. Alan and his teammates seemed ready for the game.
- _____ 9. The road was dangerously close to the edge of the cliff.
- _____ 10. The library at the end of the street is old.

Like one-word modifiers, phrases and clauses can also be used as adjectives and adverbs.

EXAMPLES The building with the clock tower is the tallest in the city. [The phrase *with the clock tower* acts as an adjective that makes the meaning of the noun *building* more specific. *With the clock tower* tells *which* building.]

The skateboard that he received for his birthday is just like mine. [*That he received for his birthday* is an adjective clause that makes the meaning of the noun *skateboard* more specific.]

While she was signing books, the author greeted her fans. [*While she was signing books* is an adverb clause that makes the meaning of the verb *greeted* more specific. The adverb clause tells *when*.]

REMINDER ▶ A *clause* is a word group that has a subject and a verb.

EXERCISE B Tell whether the underlined phrase or clause in each sentence acts as an adjective or an adverb. Write *ADJ* or *ADV* on each line provided.

Example ADJ 1. The dress that Alexia wore this evening is new. [The clause *that Alexia wore this evening* acts as an adjective. The clause makes the meaning of the noun *dress* more specific.]

- _____ 11. Please bring me a glass of water. [Does *of water* describe the noun *glass* or the verb *bring*?]
- _____ 12. After the applause ended, the curtain fell.
- _____ 13. During the Middle Ages, few people could read.
- _____ 14. Rene, whose parents are from Brazil, plays on my soccer team.
- _____ 15. Will you introduce me to the person who spoke first?

Degrees of Comparison

11b. The three degrees of comparison are the positive, the comparative, and the superlative.

Adjectives and adverbs may be used to compare things. These modifiers take different forms depending on how many things are being compared. There are three different *degrees of comparison*.

(1) The **positive degree** is used when only one thing is being described and no comparison is being made.

ADJECTIVE Laurel Avenue is a **busy** street. [No comparison is being made. *Busy* is a positive adjective describing the noun *street*.]

ADVERB I travel **often**. [No comparison is being made. *Often* is a positive adverb describing the verb *travel*.]

(2) The **comparative degree** is used when two things or groups of things are being compared.

ADJECTIVE Laurel Avenue is **busier** than Thomas Road. [One thing is being compared with another. *Busier* is a comparative adjective describing the noun *Laurel Avenue*.]

ADVERB I travel **more often** than he does. [One person is being compared with another. *More often* is a comparative adverb describing the verb *travel*.]

(3) The **superlative degree** is used when three or more things are being compared.

ADJECTIVE Laurel Avenue is the **busiest** street in this part of town. [One street is being compared with many others. *Busiest* is a superlative adjective describing the noun *street*.]

ADVERB Of the four of us, I travel **most often**. [One person is being compared with three others. *Most often* is a superlative adverb describing the verb *travel*.]

EXERCISE A Identify the degree of the underlined modifier in each of the following sentences. Write *positive*, *comparative*, or *superlative* on each line provided.

Example positive 1. The impatient audience was ready for the show to begin. [The adjective *impatient* describes the audience. The audience's impatience is not being compared to anything. *Impatient* is a positive adjective.]

- _____ 1. Is his story more fascinating than hers? [How many stories are being compared?]
- _____ 2. The new engine runs more smoothly than the old one.
- _____ 3. Of all American presidents, Franklin D. Roosevelt served longest.
- _____ 4. Please bring me the largest flower pot in the garden shed.
- _____ 5. The children whispered excitedly.

Regular Comparison

Most one-syllable modifiers form the comparative degree by adding *-er* and the superlative degree by adding *-est*.

	POSITIVE	COMPARATIVE	SUPERLATIVE
ONE-SYLLABLE MODIFIER	clear	clearer	clearest

REMINDER A syllable is a word or part of a word that is spoken with an uninterrupted sound.

	ONE SYLLABLE	TWO SYLLABLES	THREE OR MORE SYLLABLES
EXAMPLES	word, one, Bill	novel, heavy, Nixon	sentences, February, computer

Most two-syllable modifiers form the comparative degree by adding *-er* or by using *more*.

Two-syllable modifiers form the superlative degree by adding *-est* or by using *most*.

	POSITIVE	COMPARATIVE	SUPERLATIVE
TWO-SYLLABLE MODIFIER	lonely	lonelier	loneliest
	rapid	more rapid	most rapid

Most modifiers that have three or more syllables form the comparative degree by using *more* and the superlative degree by using *most*.

	POSITIVE	COMPARATIVE	SUPERLATIVE
THREE-SYLLABLE MODIFIER	important	more important	most important

EXERCISE B Write the comparative and superlative degrees of the modifiers given. Write your answers on the lines provided.

Example 1. cleverly more cleverly most cleverly

[*Cleverly* has three syllables. Three-syllable modifiers form the comparative by using *more* and the superlative by using *most*.]

	Positive	Comparative	Superlative
6. small	_____	_____	_____
	[How many syllables does <i>small</i> have?]		
7. doubtful	_____	_____	_____
8. dramatic	_____	_____	_____
9. hard	_____	_____	_____
10. steady	_____	_____	_____

Regular and Irregular Comparison of Adjectives and Adverbs

Regular Comparison

- 11b.** The three degrees of comparison are the positive, the comparative, and the superlative.

Regular Comparison Most adjectives and adverbs that have only one syllable form the comparative degree by adding *-er* and the superlative degree by adding *-est*.

POSITIVE	COMPARATIVE	SUPERLATIVE
cute	cuter	cutest
mild	milder	mildest

TIP When comparing **two** things, use the **two**-letter ending (*-er*). When comparing **three** or more things, use the **three**-letter ending (*-est*).

Adjectives and adverbs that have two syllables form the comparative degree by adding *-er* or by using *more*. Adjectives and adverbs form the superlative degree by adding *-est* or by using *most*.

POSITIVE	COMPARATIVE	SUPERLATIVE
cloudy	cloudier	cloudiest
fragile	more fragile	most fragile

Modifiers that have three or more syllables form the comparative degree by using *more* and the superlative degree by using *most*.

POSITIVE	COMPARATIVE	SUPERLATIVE
inventive	more inventive	most inventive
joyfully	more joyfully	most joyfully

EXERCISE A Complete each of the following sentences with the appropriate comparative or superlative form of the adjective or adverb given in *italics*.

Example 1. *fast* The passenger train travels faster than the freight train. [Two types of trains are being compared, so the comparative form is needed. *Fast* has one syllable, so adding *-er* is the way to form the comparative.]

- peaceful* The protesters are _____ now than they were an hour ago. [How many time periods are being compared? How many syllables does *peaceful* have?]
- carefully* She'd borrowed the book, so Ellen turned the pages _____ than usual.
- unusual* That is the _____ sculpture in the art gallery!
- soon* We reached the lake _____ than we expected.
- long* The Nile is the _____ river in the world.

Irregular Comparison

11c. The comparative and superlative degrees of some modifiers are not formed by the usual methods.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
well	better	best
many	more	most
much	more	most
little	less	least
far	farther <i>or</i> further	farthest <i>or</i> furthest

EXAMPLES Janet is a **better** diver than Lindsay.
Janet is the **best** diver in the state.

NOTE Irregular modifiers do not use *less* and *least* to show decreasing comparison.

EXERCISE B Complete each of the following sentences with the appropriate comparative or superlative form of the adjective or adverb given in italics.

- Examples**
- little* Of the six new employees, Elizabeth has the least experience. [Six employees are being compared, so the superlative form of *little* is needed.]
 - bad* Is your cold worse today than it was yesterday? [Two days are being compared, so the comparative form of *bad* is needed.]
 - good* Even though the choir sounded good at the start of rehearsal, they sounded even _____ after warming up their voices. [How many different time periods are being compared? Which form of the irregular modifier *good* is needed?]
 - many* Of all four candidates, who received the _____ votes? [How many people are being compared? Which form of the irregular modifier *many* is needed?]
 - little* The front tire has _____ air in it than the rear tire has.
 - far* Is Chicago _____ away from here than Detroit?
 - well* Ana plays the flute _____ than she played last year.
 - much* May I have some _____ orange juice?
 - bad* Hurricane Katrina was one of the _____ hurricanes in recent history.
 - good* Math is my _____ subject.
 - much* Although we went out for a little while, we spent _____ of the day at home.
 - well* Of the three instruments I play, I play the piano _____.

Placement of Modifiers A

Misplaced and Dangling Modifiers

11h. Place modifying words, phrases, and clauses as near as possible to the words they modify.

Where you place modifiers in a sentence affects the meaning of the sentence.

EXAMPLES The famous chef **from Denmark** hosted a program about native food. [The phrase modifies *chef*.]
 The famous chef hosted a program **from Denmark** about native food. [The phrase modifies *program*.]
 The famous chef hosted a program about native food **from Denmark**. [The phrase modifies *food*.]

A word that seems to modify the wrong word in the sentence is called a *misplaced modifier*.

MISPLACED Nadine has only read one of the three books assigned for class. [*Only* is not meant to modify *has read*, so it sounds awkward where it is.]

CORRECT Nadine has read **only** one of the three books assigned for class. [*Only* makes sense when it modifies *one*. Here, *only* means that one book—not two, three, or more books—have been read.]

A *dangling modifier* does not clearly modify any word or word group in the sentence.

DANGLING Walking through the park, squirrels were playing in the trees. [*Walking through the park* does not clearly modify any word or word group in the sentence.]

CORRECT **Walking through the park**, we watched the squirrels playing in the trees. [We were the ones walking through the park. It makes sense that *Walking through the park* is placed next to *we*.]

EXERCISE A Revise each of the following sentences to eliminate misplaced or dangling modifiers. You may need to add, delete, or rearrange words.

Example 1. While taking pictures, the camera battery died. [The original sentence has a dangling modifier, *While taking pictures*. The revised sentence shows who was taking pictures.]

While he was taking pictures, the camera battery died.

1. Nervous, Alberto's heart pounded faster. [Was Alberto's heart nervous, or was Alberto nervous?]

2. As devoted fans, the rock star signed autographs for us.

3. Working for four years, the ceiling of the Sistine Chapel was painted by Michelangelo.

4. Did you find any petrified wood walking through the forest?
- _____
5. Christopher Marlowe and William Shakespeare were two famous authors who were almost born at the same time.
- _____

Prepositional Phrases

A *prepositional phrase* consists of a preposition, a noun or a pronoun called the *object of the preposition*, and any modifiers of that object.

A prepositional phrase used as an adjective should come directly after the word it modifies.

MISPLACED The lamp doesn't work on the end table. [The lamp doesn't work when it is on the end table?]

CLEAR The lamp **on the end table** doesn't work. [*On the end table* acts as an adjective and tells *which* lamp.]

A prepositional phrase used as an adverb should be placed near the word it modifies. You should place the adverb phrase so that the meaning you intend is clear.

MISPLACED Jerry said on Saturday he will go surfing. [Did Jerry make the statement on Saturday, or will he go surfing on Saturday?]

CLEAR **On Saturday**, Jerry said he will go surfing. [*On Saturday* is closer to the verb *said*, so readers know that Jerry made the statement on Saturday.]

CLEAR Jerry said he will go surfing **on Saturday**. [*On Saturday* is closer to the verb *will go*, so readers know that Jerry will go surfing on Saturday.]

EXERCISE B Draw an arrow from the misplaced prepositional phrase in each of the following sentences to its correct location in the sentence.

Example 1. Driving through Kansas, we saw fields waving in the breeze of wheat. [The *fields* were made up of wheat, so *of wheat* should follow *fields*.]

6. We found some old letters written by my uncle inside a shoe box. [Where were the letters found?]
7. The children stood and waved to the airplane flying in the street.
8. Put the bowl on the table of cherries.
9. Above the city, crowds of people watched the professional sky divers floating.
10. Is the woman your aunt with the white blouse?

Placement of Modifiers B

Participial Phrases

A *participial phrase* consists of a verb form and any modifiers or complements of the participle. The verb form in a participial phrase is either a present participle or a past participle. A participial phrase modifies a noun or a pronoun.

REMINDER A participle is a verb form. The *present participle* of a verb ends in *-ing*; the past participle of regular verbs ends in *-d* or *-ed*.

As you may remember, a modifier should be placed as close as possible to the word it modifies. Participial phrases describe other words, so participial phrases should be placed near the words they describe. A participial phrase that is not placed near the noun or pronoun that it modifies is called a *misplaced modifier*.

MISPLACED We left our backpacks at the bottom of the hill containing our supplies. [The hill did not contain the supplies, so *containing our supplies* is not in the right place.]

CLEAR At the bottom of the hill, we left our backpacks **containing our supplies**. [*Containing our supplies* comes after *backpacks*, which is the word being described.]

A participial phrase that does not clearly and logically modify a word in the sentence is a *dangling modifier*.

EXAMPLE Stuck in a traffic jam, the meeting started without us. [Was the meeting stuck in a traffic jam? No.]

CLEAR Stuck in a traffic jam, **we** missed the start of the meeting. [We were the ones stuck in the traffic jam.]

CLEAR **Because we were** stuck in a traffic jam, the meeting started without us.

You can correct a dangling modifier in one of two ways.

- (1) Add a word that the phrase can modify.
- (2) Change the phrase into a clause.

EXERCISE A Circle the misplaced or dangling modifier in each of the following sentences. Then, revise the sentence to correct the modifier. You may need to add, delete, or rearrange words.

Example 1. Excited about the victory, the celebration lasted for hours. [The revised sentence shows who was excited.]

Excited about the victory, the team celebrated for hours.

1. *A Life in the Theater* is a play about a teacher and a student written by David Mamet. [What was written by David Mamet?]

2. Researching on the Internet, several interesting facts were found.

3. Stranded on the island, a boat rescued the shipwreck survivors.

4. Confused by the patient's symptoms, more tests were ordered.

5. Several documents were discovered by historians written in the eighteenth century.

Adjective Clauses

An *adjective clause* is a dependent clause that modifies a noun or a pronoun. Most adjective clauses begin with words such as *that*, *which*, *who*, *whom*, or *whose*. An adjective clause usually comes directly after the word it modifies.

MISPLACED The child received a trophy who won first place in the art contest. [Did the trophy win first place? No.]

CLEAR The child **who won first place in the art contest** received a trophy. [The child won first place.]

EXERCISE B Circle the misplaced adjective clause in each of the following sentences. Then, draw an arrow from the misplaced adjective clause to its appropriate location in the sentence.

Example 1. Fernando took us into the cockpit of the airplane, whose father is a pilot. [Fernando is the one whose father is a pilot, so the clause *whose father is a pilot* should be closer to *Fernando*.]

6. The purse is red that she bought. [What did she buy?]
7. Our friend Nancy lives in New Jersey, whom we met several years ago.
8. Drew knows a lot about computers, whose father designs software.
9. The movie was filmed in 1950 that we watched last night.
10. Our visit to Yellowstone National Park was the best part of our vacation, which is the oldest national park in the United States.

Glossary of Usage A

a, an Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.

EXAMPLES We saw **a** hawk circling overhead. [*Hawk* begins with a consonant sound.]
Cathy's mother gave her **an** amber bracelet. [*Amber* begins with a vowel sound.]
Keith performed **a** one-man show. [Even though *one-man* begins with a vowel, the first sound you hear is the consonant sound *w*.]

accept, except *Accept* is a verb that means "to receive." *Except* may be used as a verb or as a preposition. *Except* used as a verb means "to leave out" or "to excuse." *Except* used as a preposition means "other than" or "excluding."

EXAMPLES Doug **accepted** the nomination for class president. [You can replace *accepted* with *received*.]
New students are **excepted** from the exam. [You can replace *excepted* with *excused*.]
I have visited everyone **except** Nicole. [You can replace *except* with *excluding*.]

ain't Do not use this nonstandard English word in formal speaking or writing.

NONSTANDARD There ain't any tickets left.

STANDARD There **aren't** any tickets left.

a lot *A lot* should always be written as two words. Never write *a lot* as one word.

EXAMPLE Rebecca spent **a lot** of time planning the celebration.

EXERCISE A In each of the following sentences, circle the word or word group in parentheses that is correct according to formal, standard English.

Example 1. Each country (accepted, *excepted*) the terms of the agreement. [You can replace *accepted* with *received*.]

1. Does Japan export (*a lot*, *alot*) of cars each year? [Is this one word or two words?]
2. The new computer program (*ain't*, *isn't*) available yet.
3. Can (*a*, *an*) helicopter land safely on the roof of the building?
4. Please move all of the crates (*accept*, *except*) that one.
5. Did (*a lot*, *alot*) of people attend the wedding?

for **CHAPTER 12: A GLOSSARY OF USAGE** **pages 309–312** *continued*

at Do not use *at* after *where*.

NONSTANDARD Where is the telephone directory *at*?

STANDARD **Where** is the telephone directory?

between, among Use *between* when you are referring to two individuals or things at a time. Use *among* when you are referring to a group rather than to separate individuals or things.

EXAMPLES The art museum is located **between** the bank and city hall. [*Between the bank and city hall* refers to two buildings.]

The chores were divided **among** the family. [*Among the family* refers to a group.]

bring, take *Bring* means “to come carrying something.” *Take* means “to go carrying something.” Think of *bring* as related to “come to” and *take* as related to “go from.”

EXAMPLES Aunt Marie **brought** a suitcase with her when she came for the weekend.

Aunt Marie **will take** her suitcase with her when she goes home.

could of Use *have* with the helping verb *could*. Also, use *have* with *ought to*, *should*, *would*, *might*, and *must*.

EXAMPLE He **could have** attended the playoff game.

EXERCISE B In each of the following sentences, circle the word or word group that is correct according to formal, standard English.

Examples 1. I (*ought to of*, *ought to have*) sent a card to Susan. [*Have* is the word used with *ought*.]

2. Are you (*bringing*, *taking*) your pet with you when you go on vacation? [*Take* is the word used with *go*.]

6. Please (*bring, take*) the newspaper with you when you come back in the house. [Which word is used with *come*?]

7. Did the pencil fall (*between, among*) the desk and filing cabinet? [Is the sentence referring to individual things or a group of things?]

8. We (*could of, could have*) left earlier if we hadn't overslept.

9. Miranda usually (*brings, takes*) her lunch with her when she goes to school.

10. We circulated the fliers (*among, between*) the class members.

11. New Mexico is (*between, among*) Arizona and Texas.

12. (*Where, Where at*) is the extension cord?

13. There was a feeling of nervousness (*between, among*) the team before the game.

14. When you go to the store, will you (*bring, take*) me with you?

15. Brandon (*should of, should have*) called home this evening.

Glossary of Usage B

fewer, less *Fewer* is used with plural words. *Less* is used with singular words. *Fewer* tells “how many”; *less* tells “how much.”

EXAMPLES Do **fewer** storms form in the Atlantic Ocean than in the Pacific? [*Storms* is plural, so *fewer* is used.]
Does **less** snow fall in Louisiana than in Pennsylvania? [*Snow* is singular, so *less* is used.]

good, well *Good* is an adjective. Do not use *good* to modify a verb; use *well*. *Well* can be used as an adverb.

EXAMPLES The children had a **good** time at the birthday party. [*Good* is an adjective that tells “what kind” of time.]
Mrs. Flower’s class behaved **well** at the museum. [*Well* is an adverb that tells “how” the class behaved.]

NOTE *Feel well* and *feel good* have different meanings. *Feel well* means “to feel healthy.” *Feel good* means “to feel happy or pleased.”

EXAMPLES She felt **good** [happy] when she finished her chores.
Catalina didn’t feel **well** [healthy] after standing in the rain for an hour.

hissel, theihsel, theihselss These words are nonstandard English. Use *himself* and *themselves*.

NONSTANDARD Julio made hissel a sack lunch.
STANDARD Julio made **himself** a sack lunch.

EXERCISE A In each of the following sentences, circle the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. Nick delivered his speech (well good). [*Well* is an adverb that tells “how” Nick delivered his speech.]

2. They bought (theihsel, theihselss) a new computer. [*Themselves* is standard English.]

1. Is she a (good, well) pianist? [Which word should be used to modify the noun *pianist*?]
2. At the moon’s surface, there is (fewer, less) gravitational pull than there is on the earth. [Is *gravitational pull* singular or plural?]
3. We found a (good, well) location for our family reunion.
4. They picked (theihsel, theihselss) some strawberries.
5. Are there (fewer, less) tomato plants than cucumber plants in the garden?
6. Does John’s brother speak Spanish (good, well)?
7. They warmed (theihselss, theihselss) beside the campfire.
8. I drink (fewer, less) carbonated beverages than my friends.

for **CHAPTER 12: A GLOSSARY OF USAGE** **pages 313–316** *continued*

9. Are you still ill, or do you feel (*good, well*) today?
10. Chuck gave (*hissself, himself*) a haircut.

how come In informal situations, *how come* is often used instead of *why*. In formal speaking and writing, *why* is preferred.

INFORMAL How come you didn't bring your sister with you?

FORMAL **Why** didn't you bring your sister with you?

its, it's *Its* is the possessive form of *it*. *Its* means "belonging to it." *It's* is a contraction of *it is* or *it has*.

EXAMPLES Please put each instrument in **its** own case. [*Its* means "belonging to the instrument."]

It's the last day of the month. [*It's* is a contraction of *It is*.]

kind of, sort of In informal situations, *kind of* and *sort of* are often used to mean "somewhat" or "rather." In formal speaking and writing, *somewhat* or *rather* is preferred.

INFORMAL We were kind of worried about the condition of the roads.

FORMAL We were **rather** worried about the condition of the roads.

EXERCISE B In each of the following sentences, circle the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. During the winter, (*its, it's*) usually dark outside before six o'clock. [*It's* is a contraction of *it is*.]

2. I was (*sort of, rather*) concerned about the traffic. [*Rather* is preferred in formal speaking and writing.]

11. Can you tell us (*how come, why*) you missed Spanish class yesterday? [Which form is preferred in formal speaking and writing?]
12. Has the committee made (*its, it's*) decision? [Which word shows possession?]
13. The weather is (*kind of, somewhat*) gloomy today.
14. The children were (*kind of, somewhat*) tired after the trip.
15. We were (*sort of, rather*) disappointed when our team lost.
16. (*Its, It's*) too late to register for basketball camp.
17. The scientist explained (*how come, why*) some animals become extinct.
18. Did Bruce feed the cat and refill (*its, it's*) water dish?
19. Jaclyn felt (*sort of, rather*) uneasy about flying on an airplane for the first time.
20. Please find out whether (*its, it's*) going to rain tomorrow.

Glossary of Usage C

than, then *Than* is a word used in making comparisons. *Then* is an adverb that tells *when*.

EXAMPLES Chickens are smaller **than** turkeys are. [*Than* is used to make a comparison between chickens and turkeys.]

Roberto studied for his science test, and **then** he worked on math. [*Then* tells when Roberto worked on math.]

their, there, they're *Their* is the possessive form of *they*; it means “belonging to them.” *There* is used to mean “at that place” or to begin a sentence. *They're* is a contraction of *they are*.

EXAMPLES The family parked **their** car in the garage. [*Their* means “belonging to the family.”]

We go **there** every year. [*There* means “at that place.”]

There is a pebble in my shoe. [*There* begins the sentence.]

They're leaving in an hour. [*They're* is a contraction of *they are*.]

them *Them* should not be used as an adjective. Use *those*.

NONSTANDARD Please put **them** books back on the shelf.

STANDARD Please put **those** books back on the shelf.

EXERCISE A In the following sentences, circle the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. (*Their, There*) are many free samples left. [*There* begins the sentence.]

2. Lightning struck, and (*than, then*) the tree fell over. [*Then* tells *when*.]

1. Some owls have better daytime vision (*than, then*) human beings have. [Which word is used to make comparisons?]
2. Did she lend (*them, those*) magazines to Molly? [Which word is used as an adjective?]
3. Did Jane and Leo meet (*there, their*) friends at the mall?
4. The joggers stretched and (*than, then*) ran several laps around the track.
5. Please put the newspapers over (*there, their*).
6. Don't leave (*them, those*) dirty socks on the floor.
7. (*There, They're*) staying at a hotel while their house is being painted.
8. Are dolphins more intelligent (*than, then*) chimpanzees?
9. They held (*their, they're*) weekly family meetings on Thursdays.
10. (*They're, There*) are several huge oak trees in the park.

for **CHAPTER 12: A GLOSSARY OF USAGE** **pages 320–322** *continued*

this here, that there The words *here* and *there* are not needed after *this* and *that*.

NONSTANDARD This here cantaloupe is the largest in the garden.

STANDARD **This** cantaloupe is the largest in the garden.

try and In informal situations, *try and* is often used for *try to*. In formal speaking and writing, *try to* should be used.

INFORMAL I will try and find some leaves for your collection.

FORMAL I will **try to** find some leaves for your collection.

whose, who's *Whose* is used as the possessive form of *who*; it means “belonging to whom.” *Whose* is also used as an interrogative pronoun—a pronoun that begins a question. *Who's* is a contraction of *who is* or *who has*.

EXAMPLES Does anyone know **whose** in-line skates these are? [*Whose* shows possession and means “belonging to whom.”]

Whose is that? [*Whose* is an interrogative pronoun. It begins a question.]

Who's at the door? [*Who's* is a contraction of *who is*.]

your, you're *Your* is the possessive form of *you*. It means “belonging to you.” *You're* is the contraction of *you are*.

EXAMPLES May I use **your** phone? [*Your* means “belonging to you.”]

You're the most talented artist I know. [*You're* is a contraction of *you are*.]

EXERCISE B In each of the following sentences, circle the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. (Whose *Who's*) notebook is this? [*Whose* is used to begin a question.]

2. Please print (your *you're*) name at the top of the page. [*Your* shows possession. It means “belonging to you.”]

11. I will (*try and*, *try to*) find a map of the city. [Which word is used in formal situations?]

12. (*This here*, *This*) brooch belonged to my great-grandmother. [*Is here* needed after *This*?]

13. (*Whose*, *Who's*) glasses are these?

14. (*Try to*, *try and*) be on time for practice.

15. Is there anyone here (*whose*, *who's*) had CPR training?

16. (*Your*, *You're*) next in line.

17. (*Whose*, *Who's*) the manager of this store?

18. Is (*that there*, *that*) book the last in the series?

19. Fasten (*your*, *you're*) seat belt.

20. When (*your*, *you're*) in the library, you should speak softly.

First Words; Letter Salutations and Closings; The Pronoun *I*

First Words

13a. Capitalize the first word in every sentence.

EXAMPLE The rain began at three o'clock. [*The* is capitalized because it is the first word of the sentence.]

Capitalize the first word of a directly quoted sentence. When a writer repeats someone else's exact words, the writer is quoting that person. Anytime you quote a sentence, begin the quoted sentence with a capital letter, even when the quoted sentence begins in the middle of a longer sentence.

EXAMPLE Marisa said, "*My* grandmother lives in Montana." [*My* is capitalized because it is the first word of the quoted sentence.]

EXERCISE A In each of the following sentences, circle the letter that should be capitalized.

Examples 1. What time is it? [*What* is capitalized because it is the first word of the sentence.]

2. Sara said, "That tree is beautiful." [*That* is capitalized because it is the first word of a quoted sentence.]

1. Jack asked, "do you want to go swimming tomorrow?" [Which word is the first word of the quoted sentence?]
2. the planet Mercury is closest to the sun. [Which word is the first word of the sentence?]
3. my brother and I visit my grandparents' farm every summer.
4. "bring your swimsuit and a towel," said Rita.
5. how handsome you look in the tuxedo!
6. "apples are my favorite fruit," said Michael.
7. her aunt lives in New York.
8. the movie starts at eight o'clock.
9. Maria smiled and said, "you can borrow my book."
10. my favorite poet is Robert Frost.

Letter Salutations and Closings

13d. Capitalize the first word in both the salutation and the closing of a letter.

The *salutation* is the short line at the top of the letter in which you greet the person you are writing.

The *closing* is the short line at the bottom of the letter that signals the end of the letter.

SALUTATIONS Dear Mr. Jackson: My dear Sarah,

CLOSINGS Sincerely, Very truly yours,

NOTE Except for names and titles, the first word is the only word that is capitalized in a salutation or closing.

EXERCISE B In the following letter salutations and closings, circle the letter that should be capitalized.

Example 1. Sincerely yours, [*Sincerely* is capitalized because it is the first word of the closing.]

11. dear Mrs. Maxwell: [Which word is the first word of this salutation?]

12. yours truly,

13. dear Mr. President:

14. with warmest regards to your family,

15. dearest Sally and James,

The Pronoun *I*

13b. Capitalize the pronoun *I*.

In the English language, the pronoun *I* is the only pronoun that is always capitalized, even if it is not the first word of a sentence. Also capitalize *I* whenever you use it in a contraction, such as *I've* or *I'd*.

EXAMPLES Does Kim know that **I** found her jacket?

I'd like to see that movie.

EXERCISE C In each sentence below, circle the letter that should be capitalized.

Example 1. Im enjoying the play. [The pronoun *I* is always capitalized, even in a contraction.]

16. i'd like to read that book. [What word is always capitalized?]

17. Do you remember when i hit the home run?

18. Mark and i will blow up the balloons.

19. Don't forget that i've got homework to do.

20. Tina said, "i remembered to bring an extra pencil."

Proper Nouns and Common Nouns

13e. Capitalize proper nouns.

A *proper noun* names a particular person, place, or thing. Proper nouns are capitalized. A *common noun* names a kind of person, place, or thing. A common noun is not capitalized, unless it begins a sentence or is part of a title.

PROPER NOUNS	Herman Melville	Arizona	Tuesday
COMMON NOUNS	author	state	day

PROPER NOUNS IN SENTENCES My aunt **Lucy** owns a nursery. [*Lucy* names a specific person and is capitalized.]

My brother graduated from **Westlake High School**. [*Westlake High School* names a specific school and is capitalized.]

Will you send me a postcard of the **Eiffel Tower** when you go to Paris? [*Eiffel Tower* names a specific structure and is capitalized.]

NOTE Some proper nouns consist of more than one word. Capitalize all the important words.

EXAMPLES Ivan the **Terrible** [The word *the* is not important and is not capitalized.]

Isle of **Wight** [The word *of* is not important and is not capitalized.]

EXERCISE A Circle the correctly capitalized word group in each pair below.

Examples 1. Audrey Hepburn Winston churchill

[Both first and last names should be capitalized, so *Audrey Hepburn* is the correctly capitalized word group in this pair.]

2. last Month in December

[The word *month* is a common noun and should not be capitalized. The word *December* is the name of a particular month and should be capitalized, so *in December* is the correctly capitalized word group in this pair.]

1. one day in may May 10, 2009

[Which word group correctly capitalizes the name of a month?]

2. my older brother John my younger Brother fred

[Which word group correctly capitalizes the name of a person?]

3. a Poet Emily Dickinson

4. one of the States New Mexico

5. Saturday a day of the Weekend

6. the striped Cat my cat Groucho

7. a country in Europe germany

Proper Nouns A

Geographical Names

13e. Capitalize proper nouns.

Geographical names are proper nouns and should be capitalized. Geographical names include places such as towns, cities, counties, states, countries, islands, bodies of water, forests, parks, streets, and highways.

EXAMPLES Asia [continent]

Italy [country]

Idaho [state]

Sacramento [city]

Lake Superior [body of water]

Avenue of the Americas [street]

Mount Everest [mountain]

Yellowstone National Park [park]

NOTE When words like *north*, *south*, *western*, or *northeastern* are used in the name of a region, they are capitalized. When you use these words to show a direction, do not capitalize them.

EXAMPLES My family has always lived in the Southwest. [region]

The sun appears to rise in the east and set in the west. [directions]

EXERCISE A In each sentence below, circle any letter that should be capitalized.

Examples 1. Is alaska the largest state in the united states? [*Alaska* and *United States* are capitalized because they are the names of specific places.]

2. The directions say that we should go west when we reach washington street. [The word *west* is not capitalized because it is a direction, not an area or region. *Washington Street* is capitalized because it is a specific place.]

1. Jesse wants to travel to australia. [Which word names a specific place?]

2. Those fish live in the amazon river. [Which words name a specific place?]

3. My great-grandparents came from japan.

4. We went hiking in redwood national park.

5. Is that store located on broad street?

6. Denver is the capital city of colorado.

7. The blue ridge mountains are really beautiful.

8. How deep is the grand canyon?

9. I know that rhode island is the smallest state.

10. Have you ever traveled in the northwest?

Teams, Organizations, Institutions, and Government Bodies

The names of teams, organizations, institutions, and government bodies are proper nouns and should be capitalized.

EXAMPLES Future **F**armers of **A**merica [organization]
Presidio **H**igh School **P**anthers [team]
Central **V**alley **C**hildren's **H**ospital [institution]
Supreme **C**ourt [government body]

NOTE Abbreviations of the names of organizations, institutions, and government bodies are often a set of capital letters.

EXAMPLES Federal **B**ureau of Investigation **FBI**
North **A**tlantic **T**reaty **O**rganization **NATO**

EXERCISE B In each sentence below, circle any letter that should be capitalized.

Examples 1. Did you get a letter from the national honor society? [*National Honor Society* is capitalized because it is the name of a specific organization.]

2. When was the environmental protection agency (EPA) established? [*Environmental Protection Agency* is the name of specific government agency and is capitalized.]

11. My brother will attend idaho state university next year. [Which words name a specific institution?]
12. Every state elects two members to the United States senate. [Which word names a specific government body?]
13. Is your dentist a member of the american dental association?
14. We visited my grandfather at columbia hospital.
15. She was invited to talk to the arizona historical society.
16. The school's soccer team is called the blue eagles.
17. Isn't your sister joining the air force?
18. How many countries are members of the united nations?
19. The bank is insured by the Federal Deposit Insurance Corporation (fdic).
20. The playoff game between the bobcats and the pirates is tonight.

Proper Nouns B

Important Events, Historical Periods, and Calendar Items

13e. Capitalize proper nouns.

Be sure to capitalize the names of important events and periods in history. The names of other kinds of special events are also capitalized.

EXAMPLES Persian Gulf War [historical event]
the Enlightenment [historical period]
Sonoma County Fair [special event]

Always capitalize days of the week, months, and holidays. Seasons of the year are not usually capitalized.

EXAMPLES Monday, Saturday [days of the week]
January, March [months]
Presidents' Day [holiday]
summer, autumn, winter, spring [seasons of the year]

EXERCISE A Circle the correctly capitalized word group in each pair below.

Example 1. renaissance

Bronze Age

[Both choices name specific periods. *Renaissance* is incorrectly capitalized. *Bronze Age* is correctly capitalized.]

- | | |
|--|--------------------------|
| 1. World War II | a War in the Middle East |
| [Which of these choices names a specific event?] | |
| 2. tennis Game | Olympic Games |
| 3. Reconstruction | great depression |
| 4. pecan Festival | Texas State Fair |
| 5. valentine's day | Labor Day |

Nationalities and Peoples

Words that name nationalities, races, or peoples begin with a capital letter.

EXAMPLES Peruvian [nationality]
Seminole [people]

EXERCISE B In the following sentences, circle any letter that should be capitalized.

Example 1. He is a well-known russian. [*Russian* refers to a person of a particular nationality and is capitalized.]

6. My cousin's wife is costa rican. [Which words refer to a specific nationality?]

7. Last year we studied the history of the hopi.

8. The final game was between the swedes and the norwegian.

9. This book contains short biographies of famous african americans.

10. Did you read this article about the bosnians?

Businesses, Business Products, Ships, Trains, Aircraft, and Spacecraft

The names of businesses and brand names are capitalized. Do not capitalize the name of a type of product.

EXAMPLES Federal **E**xpress [business name]
Hi-Liter [product brand name]
 highlighting marker [product type]

The names of ships, trains, aircraft, and spacecraft are proper nouns and are capitalized.

EXAMPLES USS **L**exington [ship]
Empire **B**uilder [train]
Flyer [aircraft]
Atlantis [spacecraft]

EXERCISE C Circle the correctly capitalized word group in each pair below.

Example 1. Kenmore refrigerator Dell Computer

[Both choices name a business and a product type. The business name should be capitalized, but the product name should not be capitalized. *Kenmore refrigerator* is correctly capitalized. *Dell Computer* is incorrectly capitalized.]

11. the *challenger* USS *Omaha*

12. Kleenex a box of Tissues

13. Chevrolet truck Ford Car

14. Freight train *Tom Thumb*, a steam locomotive

15. Monopoly a board Game

Proper Nouns C

Buildings, Monuments, Memorials, and Awards

13e. Capitalize proper nouns.

The names of buildings and other structures are proper nouns and are capitalized. Do not capitalize the name of a type of building unless the word is part of the building's name.

EXAMPLES Brooklyn Bridge [name of a particular structure]
a suspension bridge [type of structure]

The names of monuments and memorials are capitalized. The names of special awards and prizes are also capitalized.

EXAMPLES Jefferson Memorial [monument]
Caldecott Medal [special award or prize]

EXERCISE A In the following sentences, circle any letter that should be capitalized.

Example 1. Have you been to the washington monument? [The words *Washington Monument* name a specific structure and are capitalized.]

1. Could you give me directions to the national air and space museum? [Which words name a particular building?]
2. My father works at tyler memorial hospital.
3. That movie won several academy awards.
4. The presidential medal of freedom is our nation's highest civilian award.
5. The golden gate bridge is beautiful at sunset.

Religions, Holy Days, Sacred Writings, and Deities

The names of religions and their followers are capitalized. Also capitalize the names of holy days and celebrations, sacred writings, and specific deities.

EXAMPLES Hinduism, Islam, Judaism [religions]
Unitarian, Taoist, Christian [followers of religions]
Purim, Palm Sunday, Ramadan [holy days or celebrations]
the Torah, Veda, the Bible [sacred writings]
Vishnu, Allah [specific deities]

EXERCISE B In the following sentences, circle any letter that should be capitalized.

Example 1. The koran is the holy book of islam. [The word *Koran* is capitalized because it is the name of a sacred book. The word *Islam* is capitalized because it names a religion.]

6. Many episcopalians use the book of common prayer in their services. [Which word names a religious group? Which words name a book used by the group?]

7. The period called lent begins on ash wednesday.

8. In islam, ramadan is a month-long period of fasting.

9. The ancient native religion of Japan is shinto.

10. In ancient Greece, hera and athena were important goddesses.

Planets, Stars, Constellations, and Other Heavenly Bodies

The names of planets, stars, constellations, and other heavenly bodies are capitalized. The words *sun* and *moon* are not usually capitalized.

EXAMPLES Jupiter, Neptune [planets]

Sirius, Vega, Spica [stars]

Draco, Orion [constellations]

Halley's Comet, Crab Nebula [other heavenly bodies]

NOTE The word *earth* is not usually capitalized, unless it is used along with other names from astronomy that are capitalized.

EXAMPLES Mercury, Venus, Earth, and Mars are the first four planets. [The word *Earth* is capitalized because it is in a list that includes the names of other planets.]
At midnight in our time zone, the sun is shining on the other side of the earth. [The word *earth* is not capitalized.]

EXERCISE C In each of the following sentences, circle any letter that should be capitalized.

Example 1. Which planet is smaller, mercury or pluto? [*Mercury* and *Pluto* are capitalized because they are the names of planets.]

11. The largest of saturn's moons is titan. [Which word names a planet? Which word names another heavenly body?]

12. Another name for polaris is north star.

13. The largest of all the planets in our solar system is jupiter.

14. The big dipper is a well-known constellation.

15. The andromeda galaxy is a spiral galaxy near our solar system.

School Subjects and Proper Adjectives

School Subjects

- 13g.** Do not capitalize the names of school subjects, except course names followed by numerals and languages.

EXAMPLES I want to take **j**ournalism and **a**rt as my electives next year. [The school subjects *journalism* and *art* are not capitalized. They are not languages, and they are not followed by a numeral.]

The high school offers foreign language classes in **S**panish, **L**atin, **F**rench, and **G**erman. [The school subjects *Spanish*, *Latin*, *French*, and *German* are capitalized because they are languages.]

My sister is taking **O**rchestra 101 at college this semester. [The course name *Orchestra 101* is capitalized because it is followed by a numeral.]

EXERCISE A In the following sentences, circle any letter that should be capitalized. Draw a slash (/) through any letter that is capitalized but should not be.

Examples 1. Are you taking french or german this year? [The school subjects *French* and *German* are languages, so they are capitalized.]

2. I have ~~H~~istory class at nine o'clock. [The word *history* should not be capitalized.]

1. In choir III, we are singing complicated rounds. [Which word names a course? Is the course name followed by a numeral?]
2. Are you going to spanish or Geometry? [Which words name courses? What kinds of courses are they?]
3. I would like to take latin, but it is not available until high school.
4. What are you reading for Social Studies?
5. My brother has registered for chemistry and Biology.
6. Did he already take general science 101?
7. In our Journalism class, we are taking photographs for the yearbook.
8. The tryouts for concert band II are tomorrow.
9. What time does your Algebra class begin?
10. My electives this semester are Art and music.

Proper Adjectives

13f. Capitalize proper adjectives.

A proper adjective is an adjective formed from a proper noun. If the noun is always capitalized, the adjective formed from the noun should also be capitalized.

PROPER NOUNS Egypt, Euclid, England

PROPER ADJECTIVES Egyptian mummy, Euclidean geometry, English language

NOTE Be careful when you form adjectives from proper nouns. The spelling and the word endings are not always obvious. Refer to a dictionary if you're unsure about the adjective form of a proper noun.

EXERCISE B In the following exercise, if the proper noun is given, write the proper adjective on the line provided. If the proper adjective is given, write the proper noun on the line provided.

Examples 1. Italy Italian

[The proper adjective formed from *Italy* is *Italian*.]

2. Rome Roman

[*Roman* is the proper adjective formed from the proper noun *Rome*.]

Proper Nouns

Proper Adjectives

- | | |
|--|-----------|
| 11. America [How is the proper adjective of <i>America</i> formed?] | _____ |
| 12. _____ [What proper noun is the proper adjective <i>African</i> formed from?] | African |
| 13. Texas | _____ |
| 14. _____ | Spanish |
| 15. Mexico | _____ |
| 16. _____ | Japanese |
| 17. Asia | _____ |
| 18. _____ | Floridian |
| 19. France | _____ |
| 20. _____ | Israeli |

Titles of Persons and Creative Works

Titles of Persons

13h. Capitalize titles.

Always capitalize the title of a person when the title comes before the person's name. Even if the title is abbreviated, capitalize it.

EXAMPLES Prof. Gerald Green [The title *Prof.*, which is the abbreviation for *Professor*, comes before the person's name and should be capitalized.]

He is a professor in the English Department. [The word *professor* is not capitalized because it is used alone.]

Wasn't President Dwight D. Eisenhower also a general? [The title *President* comes before the person's name and should be capitalized. The title *general* is not capitalized because it is used alone.]

Capitalize a word that shows a family relationship when the word comes before the person's name or is used instead of the person's name. However, do not capitalize words showing family relationships when a possessive comes before the word.

EXAMPLES Here is a letter from Uncle John. [*Uncle* comes before the person's name and should be capitalized.]

Is your uncle John in the Navy? [Even though *uncle* comes before a person's name, it is not capitalized because the possessive word *your* comes before it.]

Ask Grandpa to cut the cake, please. [*Grandpa* is used instead of the name of the person and should be capitalized.]

EXERCISE A In the following sentences, circle each letter that should be capitalized. Draw a slash (/) through each letter that is capitalized but should be lowercase.

Examples 1. Is dr. Maldonado your ~~Dr~~ doctor, too? [*Dr.* is capitalized because it is an abbreviation of a title that comes before the person's name. The word *doctor* should not be capitalized because it is used alone.]

2. Tell aunt Sally to turn on the oven, please. [*Aunt* is capitalized because it comes before the person's name and no possessive word comes before it.]

1. Sam will introduce the speaker, major Tom Jefferson. [Which word is a person's title? Does the title come before the person's name?]
2. Does your Grandmother live with your family? [Does the word that shows a family relationship come before a person's name? Does it follow a possessive word?]
3. My Cousin Nate works for the city water department.
4. Has mr. Reynolds published his book yet?
5. Our special guest is Phil Price, an assistant to the Mayor.

6. My Dentist has an office in that building.
7. Uncle Ralph and aunt Sarah are coming for Thanksgiving.
8. Did mom ride the bus to work today?
9. That is dr. Samuels, the President of our college.
10. Be sure to thank granddad for the birthday present.

Titles of Creative Works

Capitalize the first word, last word, and all other important words when you write the title of a book, a poem, or any other creative work. Capitalize these words in subtitles, too. Don't capitalize an article (*a*, *an*, or *the*) or a short preposition (such as *of*, *in*, or *with*) unless the article or preposition is the first or last word in the title or subtitle.

EXAMPLES *To Kill a Mockingbird* [book]
Hamlet [play]
Christina's World [painting]
 "America the Beautiful" [song]
 "A Time to Talk" [poem]
High Noon [movie]

Star Trek [television series]
Fort Worth Star-Telegram
 [newspaper]
Ziggy [comic strip]
 Declaration of Independence
 [historical document]

EXERCISE B For each of the titles in the following items, circle any letter that should be capitalized.

Examples 1. *native son*, a book by Richard Wright [*Native Son* is the title of a book.]

2. "in a station of the metro," a very short poem by Ezra Pound [*In* is usually an unimportant word, but it is capitalized because it is the first word of the title. The words *a*, *of*, and *the* are not capitalized.]

11. *the old man and the sea*, by Ernest Hemingway [Which words in the title are unimportant? Is the first word of the title a word that is usually not important?]
12. Robert Penn Warren, who wrote *all the king's men*
13. Walt Whitman's poem "a noiseless patient spider"
14. *vertigo*, a film directed by Alfred Hitchcock
15. all the verses of "the star-spangled banner"
16. a character in the comic strip *hagar the horrible*
17. old episodes of *star trek* on television
18. one of Shakespeare's plays, *a midsummer night's dream*
19. *the three musicians*, a painting by Picasso
20. business news in the *wall street journal*

Commas with Compound Sentences

- 14h.** Use a comma before a coordinating conjunction (*and, but, for, nor, or, so, or yet*) when it joins independent clauses in a compound sentence.

REMINDER An *independent clause* is a group of words that a) has a subject and a verb and b) can stand alone as a sentence.

EXAMPLE Mr. Suzuki played the piano. [*Mr. Suzuki* is the subject, and *played* is the verb. The clause can stand alone as a sentence.]

A *compound sentence* is made of two or more independent clauses.

EXAMPLES Mr. Suzuki played the piano, **and** Jacob and Sarah played guitars and sang. [The compound sentence consists of two independent clauses joined by a comma and the word *and*.]

Michael usually plays with the group, **but** he was sick on the day of the performance. [The compound sentence consists of two independent clauses joined by a comma and the word *but*.]

We could go to a movie tonight, **or** we could stay home and listen to CDs. [The compound sentence consists of two independent clauses joined by a comma and the word *or*.]

EXERCISE A Add commas where they are needed in each of the following compound sentences.

- Examples**
- The forest was dark and damp, but we found a clearing for our campsite. [The first independent clause, *The forest was dark and damp*, and the second independent clause, *we found a clearing for our campsite*, are joined by a comma and the word *but*.]
 - We couldn't gather wood, so we cooked dinner on a small campstove. [The first independent clause, *We couldn't gather wood*, and the second independent clause, *we cooked dinner on a small campstove*, are joined by a comma and the word *so*.]
 - My dad can usually repair anything but a minor leak turned into a major crisis. [Where does the first independent clause end and the second begin?]
 - The kitchen faucet had been dripping for a week so he drove to the hardware store for supplies. [Where does the first independent clause end and the second begin?]
 - He turned off the water supply first and then he began to loosen the faucet with a wrench.
 - Unfortunately, the old faucet was rusted and it broke in half.
 - Dad did not want to drive back to the hardware store nor did he want to spend money on a new faucet.
 - The store was closing yet the owner helped Dad find the parts.
 - Dad installed the new faucet carefully for it had cost a lot of money.

8. He opened the cabinet and turned on the water and then disaster struck.
9. Water shot out of the pipe but Dad quickly turned it off.
10. Dad was frustrated and soaking wet so he called a plumber.

EXERCISE B Add commas where they are needed in each of the following compound sentences.

- Examples**
1. I always order soup or noodles at my favorite restaurant, and I am never disappointed. [The first independent clause, *I always order soup or noodles at my favorite restaurant*, and the second independent clause, *I am never disappointed*, are joined by a comma and the word *and*.]
 2. I have learned to hold a spoon in my left hand and chopsticks in my right hand, but sometimes I still feel awkward. [The first independent clause, *I have learned to hold a spoon in my left hand and chopsticks in my right hand*, and the second independent clause, *sometimes I still feel awkward*, are joined by a comma and the word *but*.]
11. My sister orders chicken with broccoli but she doesn't like sticky rice. [Where does the first independent clause end and the second begin?]
 12. Leo makes wonderful enchiladas yet he never uses a cookbook. [Where does the first independent clause end and the second begin?]
 13. Melba is a vegetarian so she always brings her lunch to school.
 14. Thomas enjoys Italian food and his favorite dish is eggplant parmesan with extra garlic.
 15. Roderick and his four-year-old sister Tara would not eat the shrimp so they had second helpings of rice and vegetables.
 16. Should I choose pork with cabbage or should I try the chicken with snow peas?
 17. The chicken baked with curried rice tasted wonderful yet it was easy to prepare.
 18. He didn't have a snack this afternoon for he wanted to save his appetite for dinner.
 19. The desserts look tempting but I'd rather have a piece of fruit.
 20. We could sit at the table near the window or we could eat outside on the patio.

Commas with Sentence Interrupters and Introductory Elements

Sentence Interrupters

- 14i.** Use commas to set off an expression that interrupts a sentence.

Interrupters often add extra information to a sentence. Some interrupters come at the beginning of a sentence; some come in the middle; and some come at the end. Interrupters are separated from the rest of the sentence with commas.

EXAMPLES *Karla*, can you hear thunder in the distance? [The word *Karla* interrupts the rest of the sentence, so it is followed by a comma.]
Jennifer, *who always does her homework*, did well on the final exam. [The added information *who always does her homework* interrupts the sentence. A comma is placed before and after the interrupter.]
I promised the dentist that I would floss my teeth more, *of course*. [The added information *of course* interrupts the sentence. A comma is placed before the interrupter.]

EXERCISE A The following sentences contain sentence interrupters. Punctuate the interrupters correctly by adding the necessary commas.

- Examples** 1. The cat, happy to be inside, curled up to sleep. [The added information *happy to be inside* interrupts the sentence, so it is set off by commas.]
2. Mrs. Vo, my math teacher, was voted teacher of the year! [The added information *my math teacher* interrupts the sentence, so it is set off by commas.]
1. Beverly chose to write about politics her favorite topic. [What extra information about politics interrupts the sentence?]
 2. Of course this will be your last opportunity. [What words interrupt the sentence?]
 3. Tammy who is only five feet tall scored the final points.
 4. The old elevator the one with polished brass doors rattled as it descended.
 5. John F. Kennedy the thirty-fifth president of the United States was assassinated on November 22, 1963.
 6. My plan however is to become a doctor.
 7. The Japanese art of flower arranging *ikebana* requires study and practice.
 8. Are you going to the store Phillip?
 9. Craig a master archer took careful aim.
 10. The trees have been infected by oak wilt a deadly fungus.

Introductory Elements

14j. Use a comma after certain introductory elements.

Introductory elements are always at the beginning of a sentence, and they are set off from the rest of the sentence by a comma. An introductory element may be a word, a phrase, or a clause.

EXAMPLES *Oh*, I would really like to see that movie! [The introductory word *Oh* is followed by a comma.]

In front of all her friends and family, Sonya played her solo perfectly. [The introductory phrase *In front of all her friends and family* is followed by a comma.]

Looking out the window, she saw a rainbow in the sky. [The introductory phrase *Looking out the window* is followed by a comma.]

After you take out the trash, please wash your hands. [The introductory clause *After you take out the trash* is followed by a comma.]

EXERCISE B The following sentences contain introductory elements. Punctuate the sentences correctly by adding necessary commas.

Examples 1. Splashing and shouting with joy, the children ran into the waves. [The introductory phrase *Splashing and shouting with joy* is followed by a comma.]

2. Before we went to the library, we ate lunch at home. [The introductory clause *Before we went to the library* is followed by a comma.]

11. No I don't think you should paint your room dark purple. [Where does the introductory material end?]

12. After a long day at school I sometimes like to take a short nap. [Where does the introductory material end?]

13. Eager to meet the new girl in class Crystal pretended to need a pencil.

14. In one part of the city the houses are more than one hundred years old.

15. To finish the project on time Jody worked all weekend.

16. Whenever Jack goes to the swimming pool he always puts on sunscreen.

17. Why I didn't know you would be in this class, too!

18. When the rain started Carol realized her book was still outside.

19. Before we looked at the exhibits the curator told us about the museum's collections.

20. Yes everyone has turned in a permission slip.

Semicolons and Colons

Semicolons

- 14l.** Use a semicolon between independent clauses in a sentence when they are not joined by *and*, *but*, *for*, *nor*, *or*, *so*, or *yet*.

EXAMPLE I enjoy swimming; my brother likes bicycle riding.

Independent clauses should be joined by a semicolon only if they are closely related. If the clauses are not closely related, then they should remain separate sentences.

EXAMPLES I got a new tennis racket for my birthday; my twin brother got a new bike. [These two sentences can be joined with a semicolon because they are closely related. Both sentences identify birthday presents.]
I like to play tennis. My brother borrowed my new tennis racket. [These two sentences should not be joined with a semicolon. Even though they both mention tennis, the sentences are not about the same thing.]

EXERCISE A Decide if the independent clauses are closely related and can be joined by a semicolon in each of the following sentences. If the sentences can be joined by a semicolon, insert a semicolon on the line between the two clauses. If the clauses should not be joined by a semicolon, insert a period on the line.

Example 1. Our rowing team won first place ____ the soccer team came in dead last. [The two sentences are closely related and can be joined by a semicolon.]

1. I like tea ____ I don't like coffee. [Are the sentences closely related? Do they provide the same kind of information?]
2. Rory likes biographies ____ LaCresha prefers mysteries.
3. LaCresha likes mysteries ____ Rory lost his book.
4. Thor is the Norse god of thunder ____ Neptune is the Roman god of the sea.
5. Neptune is the Roman god of the sea ____ Jonathan likes mythology.

Colons

- 14o.** Use a colon before a list of items, especially after expressions like *as follows* or *the following*.

EXAMPLE Tommy has four items in his pocket: a note from his teacher, two rocks, and a cricket. [The colon introduces a list of the items in Tommy's pocket.]

EXERCISE B Insert colons where they are needed in the following sentences.

Example 1. The members of the crew are as follows: captain, co-pilot, and flight attendants.

[The expression *as follows* and the colon introduce the list of the crew members.]

6. I bought the following items at the grocery store milk, bread, lettuce, and avocados. [Where does the list begin?]
7. Michael shopped for new school supplies a binder, pens, a calculator, and a package of notebook paper.
8. Here's a list of things to do on a rainy day read, take a nap, go to the library, clean your room.
9. Among the plants in Virginia's garden are the following tomatoes, onions, peppers, and beans.
10. Everyone needs to bring one of these food items to the potluck dinner vegetables, fruit, dessert, salad, bread, or a casserole.

14r. Use a colon in certain conventional situations.

Whenever you write the time, always use a colon between the hour and the minute.

EXAMPLES 5:30 P.M. 10:00 A.M.

Use a colon after the salutation of a business letter.

EXAMPLES Dear Representative Jones: To Whom It May Concern:

Use a colon between chapter and verse in Biblical references and between titles and subtitles.

EXAMPLES Proverbs 11:28 [11 is the chapter number, and 28 is the verse.]
What Einstein Didn't Know: Scientific Answers to Everyday Questions [*What Einstein Didn't Know* is the title. *Scientific Answers to Everyday Questions* is the subtitle.]

EXERCISE C Insert colons where they are needed in the following items.

Example 1. The computer class starts at 10:45 A.M. [A colon separates the hour and the minutes in expression of time.]

11. Dear Ms. Kline [What should follow the salutation of a business letter?]
12. *An Anthropologist at Work Writings of Ruth Benedict*
13. Dear Sir or Madam
14. I usually wake up by 6 30 A.M.
15. Today's first reading is Genesis 9 12–17.

Underlining (Italics)

- 15a.** Use underlining (italics) for titles and subtitles of books, plays, periodicals, works of art, films, television series, and long musical compositions and recordings.

When you write the title of a book, a play, a movie, a magazine, a newspaper, or some other long creative work, underline the entire title. If you use a computer, set these titles in *italics*, letters that lean to the right. Do not underline titles that you have set in italics. Use underlining or italics, but not both.

ITALICS	<i>The Crucible</i> [play]	UNDERLINED	<u>The Crucible</u> [play]
	<i>The Miracle Worker</i> [movie]		<u>The Miracle Worker</u> [movie]
	<i>True Grit</i> [book]		<u>True Grit</u> [book]
	<i>Gilligan's Island</i> [television series]		<u>Gilligan's Island</u> [television series]
	<i>Peter and the Wolf</i> [long musical work]		<u>Peter and the Wolf</u> [long musical work]
	<i>National Geographic</i> [magazine]		<u>National Geographic</u> [magazine]

EXERCISE A In each of the following sentences, underline any title that should be in italics. Be sure to underline every word of the title.

Examples 1. In Ellen Raskin's book The Westing Game, the characters solve a puzzle. [*The Westing Game* is underlined because it is the title of a book.]

2. The movie To Kill a Mockingbird starred Gregory Peck. [*To Kill a Mockingbird* is underlined because it is the title of a movie.]

1. Have you ever seen *Gone with the Wind*? [What is the title of the movie?]
2. The musical *West Side Story* is based on a play by Shakespeare. [What is the title of the musical?]
3. We saw that musical after we read *Romeo and Juliet*.
4. I am reading *The Heart Is a Lonely Hunter*, by Carson McCullers.
5. My sister likes to watch re-runs of *The Brady Bunch*.
6. Almost everyone in the class has finished *The Red Badge of Courage*.
7. Many people are familiar with Edvard Munch's painting *The Scream*.
8. My mother and father always watch *Washington Week in Review*.
9. Jean Craighead George has written many books, including *Julie of the Wolves*.
10. I have seen *The Sound of Music* many times.

for **CHAPTER 15: PUNCTUATION** **pages 386–387** *continued***15b.** Use underlining (italics) for names of ships, trains, aircraft, and spacecraft.

EXAMPLES the space shuttle ***Discovery*** [spacecraft]
USS ***Forrestal*** [ship]
the Burlington ***Zephyr*** [train]
the ***Polar Star*** [airplane]

EXERCISE B In the following sentences, underline any word that should be set in italics.

Example 1. The name of Ferdinand Magellan's flagship was Trinidad. [*Trinidad* is underlined because it is the name of a ship.]

11. We made sleeper car reservations on the Southwest Chief. [Which words make up the name of the train?]
12. Clipper ships like the Flying Cloud could sail across the Atlantic Ocean in less than two weeks.
13. The train called the Coast Starlight travels from Los Angeles to Seattle.
14. For my project, I built a model of the Santa Maria, one of Columbus's ships.
15. The Soviet Union launched Sputnik, the first artificial satellite, in 1957.

15c. Use underlining (italics) for words, letters, and numerals referred to as such.

EXAMPLES Is this a **3** or is it a **5**?
Mr. is the abbreviation for ***Mister***.
His **4's** look like **7's** to me.
The **e** comes before the **i** in words like ***neighbor***.

EXERCISE C In each of the following sentences, underline any words, letters, or numerals that should be underlined or set in italics.

Example 1. Is that word spelled with only one e? [The letter *e* is underlined because it is being referred to as a letter.]

16. I can't tell if this number is a 5 or a 6. [Which numbers are being referred to as numbers?]
17. What does the abbreviation etc. mean?
18. How many times did I say well during my speech?
19. Some people cross their 7's.
20. Change the y to i and add es.

Quotation Marks A

15d. Use quotation marks to enclose a *direct quotation*—a person’s exact words.

Be sure to place quotation marks both before and after a person’s exact words.

EXAMPLES Mike said, “I want to go to the movies.” [Mike’s exact words are surrounded by quotation marks.]

“What a beautiful painting!” exclaimed Ms. Flemming. [Ms. Flemming’s exact words are surrounded by quotation marks.]

NOTE Exclamation marks and question marks that are part of a direct quotation are placed inside the quotation marks. Also, a direct quotation usually begins with a capital letter.

EXERCISE A In the following sentences, place quotation marks wherever they are needed.

Example 1. Julie said, “I have a key for the door.” [Julie’s exact words are *I have a key for the door*.

Quotation marks surround Julie’s exact words.]

1. Kim said, Meet me at two o’clock. [What are Kim’s exact words?]
2. What time does the play start? asked Mary.
3. Richard said, I want a glass of water.
4. Miguel jumped up and shouted, Goal!
5. Do you think the plane will be on time? Rita asked her father.

When a person’s exact words are interrupted by an explanation of who is talking, just remember the rule about putting quotation marks before and after a person’s exact words.

EXAMPLES “Do you know,” Carla asked, “exactly where Kevin lives?” [Quotation marks surround all of Carla’s exact words, even though the quotation is broken into two sections. The *e* in *exactly* is lowercase because the second part of the quotation isn’t a complete sentence.]

“I know where he lives,” Ricky said. “He lives on 5th Street.” [Quotation marks surround all of Ricky’s exact words, even though the quotation is broken into two sections. The *H* in *He* is capitalized because the second part of the quotation is a complete sentence.]

EXERCISE B In the following sentences, place quotation marks wherever they are needed.

Examples 1. Albert said, “This printer is broken.” [Quotation marks surround Albert’s exact words.]

2. “My family,” said Maria, “has lived here for years.” [Quotation marks surround all of Maria’s exact words. *My family* and *has lived here for years* are separated by an explanation of who is talking.]

6. Ralph said, That book is not in our library. [What are Ralph’s exact words?]

7. What is the answer, asked Mrs. Mitchell, to the second question? [Where are the two sections of Mrs. Mitchell's exact words?]
8. Can you list, asked Tina, the colors of the rainbow?
9. Bring a towel, said Karen. We might go swimming after the picnic.
10. Sam said, You can borrow my bike.
11. Please take out your books, said Mr. Jones, and turn to page 109.
12. My father said, Don't forget to lock the door.
13. It was really cold last night, said James. The roads were icy.
14. We can meet, said Nick, at my house.
15. My cat sleeps all day, said Anna, and plays all night.

Do not put quotation marks around **indirect quotations**. When you reword what another person said, you are using an indirect quote.

DIRECT QUOTATION Nina asked, "When is our test in Spanish I?" [The quotation marks surround Nina's exact words.]

INDIRECT QUOTATION Nina asked when we were having a test in Spanish I. [The sentence rewords what Nina asked. Nina did not actually say, *When we were having a test in Spanish I*, so no quotation marks surround these words.]

EXERCISE C Tell whether each of the following sentences has a direct quotation or an indirect quotation. On the line provided, write *D* for *direct quotation* or *I* for *indirect quotation*.

Example *I* 1. Michael said that he was competing at the track meet. [The sentence does not repeat Michael's exact words. Michael did not say the words, *that he was competing at the track meet*, so no quotation marks surround these words.]

- _____ 16. Chen said that he was also competing. [Does this sentence repeat Chen's exact words?]
- _____ 17. "Mike and I are both in the relay," Chen continued.
- _____ 18. "When is the track meet?" asked Tracy.
- _____ 19. Michael replied, "It's next Thursday."
- _____ 20. Tracy said that she'd be there.

Quotation Marks B

15j. When you write dialogue (conversation), begin a new paragraph each time the speaker changes.

EXAMPLE

“Did you volunteer to help with the car wash on Saturday?” asked Ned.

“Yes,” said Kimi. “I’ll be there. My brother Ted will probably help, too.

What time does the car wash start?” [Kimi says several sentences in a row. Quotation marks are not needed around every sentence, but only at the beginning and end of her exact words. Kimi’s words are interrupted by an explanation of who is speaking, but all of Kimi’s exact words have quotation marks around them.]

“We should be there at ten o’clock.” [Ned is speaking again. The paragraph indentation tells the reader the speaker has changed, even though the speaker is not identified.]

EXERCISE A In the following sentences, put a caret (^) where a new paragraph should begin. Hint: A new paragraph should begin every time a different person talks.

Examples [1] ^ “Do you want to see a menu?” the server asked. [2] ^ “No, thank you,” said Jim.

[3] “I already know what I want.” [The first sentence should be indented because the server is beginning a conversation. The second sentence needs to be indented because Jim is a new speaker. The third sentence should not be indented because Jim is still speaking.]

[1] “What can I get for you?” asked the server. [2] “I’d like an order of toast and the cantaloupe. I’d also like a glass of orange juice.” [3] “Do you want whole wheat, white, or rye toast? [4] Do you want a large glass of orange juice or a small glass?” [5] “Bring me a large glass of orange juice and whole wheat toast, please.”

15l. Use quotation marks to enclose titles and subtitles of short works such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books.

EXAMPLES

“Jingle Bells” [song]

“The Road Not Taken” [poem]

“The Lady, or the Tiger?” [short story]

“Monarch in Waiting” [TV show episode]

EXERCISE B In the following sentences, place quotation marks wherever they are needed.

Example 1. I just finished “The Elephant’s Child,” a story by Rudyard Kipling. [The title of the story is enclosed in quotation marks.]

6. The Raven is a poem by Edgar Allan Poe. [What is the title of the poem?]

for **CHAPTER 15: PUNCTUATION** **pages 392–394** *continued*

7. We learned to sing *Follow the Drinking Gourd* last year.
8. The article titled *Tiger Sharks* has some interesting information.
9. My favorite short story is *The Gift of the Magi* by O. Henry.
10. The name of that *Star Trek* episode was *Resurrection*.

15m. Use single quotation marks to enclose a quotation within a quotation or a title of a short work within a quotation.

In some conversations, a person may ask about or repeat something that someone else has said. When one quotation is inside another, use single quotation marks around the inside quote. Also, if the name of a short creative work is used in a quotation, place single quotation marks around the title of the short creative work.

EXAMPLES John asked, “Did Ms. Matthews say, ‘Bring two pencils?’” [John’s exact words are inside double quotation marks. John is also quoting something that Ms. Matthews said. Ms. Matthews’ words are in single quotation marks. Because John is the one who asked the question, the question mark is inside John’s double quotation marks.]

Mark said, “I didn’t know that ‘America the Beautiful’ had so many verses.” [The title of the song is in single quotes because it is inside Mark’s quoted statement.]

EXERCISE C In the following sentences, put single quotation marks wherever they are needed.

Example 1. Linda said, “I heard the announcer say, ‘The game is canceled.’” [The announcer’s exact words should be inside single quotation marks.]

11. Rita complained, “The high notes in *The Star-Spangled Banner* are too high for me!” [What song title is mentioned in the quoted sentence?]
12. Carol said, “I’ve read the story *The Necklace* three times.”
13. Cole asked, “Did the teacher say, Read all of chapter 12?”
14. “The counselor said, The deadline for the contest is next Thursday.” said Mr. Norman.
15. “I’m sure that Mom said, I’ll leave the key under the doormat.” said Steve.

Apostrophes

Apostrophes with Possessive Words

The possessive case of a word shows ownership.

15n. To form the possessive case of a singular noun, add an apostrophe and an *s*.

EXAMPLE The **car's** muffler needed to be replaced. [The muffler belongs to the car. To make *car* possessive, an apostrophe and an *s* are added.]

15o. To form the possessive case of a plural noun ending in *s*, add only the apostrophe.

EXAMPLE Where is the **boys'** locker room? [The locker room belongs to more than one boy. *Boys* ends in an *s*, so the apostrophe is added after the *s* to make *boys* possessive.]

If the plural noun doesn't end in *s*, add an apostrophe and an *s*.

EXAMPLE The **children's** clothes were covered with mud. [The clothes belong to more than one child. *Children* does not end in *s*, so an apostrophe and an *s* are added to make *children* possessive.]

EXERCISE A On the line provided, write the possessive form of each of the following words.

Example 1. table table's

[The noun *table* is singular. The possessive form is made by adding an apostrophe and an *s*.]

1. singers _____ [Is the word *singers* plural? Does it end in *s*?]

2. machine _____

3. mice _____

4. neighbor _____

5. birds _____

15p. Do not use an apostrophe with possessive personal pronouns.

Possessive Personal Pronouns

her	his	their	my	our	your
hers	its	theirs	mine	ours	yours

EXAMPLE Is this folder **yours** or **his**? [The possessive personal pronouns *yours* and *his* are used instead of repeating the noun *folder*. Possessive personal pronouns used this way do not have apostrophes.]

for **CHAPTER 15: PUNCTUATION** pages 395–399 *continued***15q.** To form the possessive case of some indefinite pronouns, add an apostrophe and an *s*.**Common Possessive Indefinite Pronouns**

anyone's	everyone's	nobody's	one's
each other's	everybody's	no one's	somebody's

EXAMPLE **Somebody's** shoe is in the middle of the road. [The possessive form of *somebody* is formed by adding an apostrophe and an *s*.]

EXERCISE B Complete each of the following sentences by writing the possessive form of the word in parentheses.

Example (*No one*) 1. *No one's* car was damaged during the hail storm. [The possessive form of *No one* is *No one's*.]

(*she*) 6. Is my hair as long as _____? [Which possessive form of *she* is used when no noun follows?]

(*everybody*) 7. The manager will read _____ comments.

(*they*) 8. I have never been to _____ apartment.

(*you*) 9. Did you forget _____ lunch?

(*each other*) 10. They decorated _____ locker.

Apostrophes with Contractions**15r.** To form a contraction, use an apostrophe to show where letters or numerals have been omitted.

A contraction is a shorter form of a word, a numeral, or a group of words. The apostrophe in a contraction shows where letters or numbers have been left out.

EXAMPLES I + have = **I've** that + is = **that's**
 of + the + clock = **o'clock** 1955 – 1900 = **'55**

EXERCISE C Put apostrophes where they are needed in the following sentences.

Example 1. I'm going to the post office. [*I'm* comes from *I am*, so the apostrophe goes where the *a* has been left out of *am*.]

11. Dont forget to send me a postcard. [Which letter has been left out of the words *do not*?]

12. Whos going to the concert tonight?

13. Jeremy isnt feeling well today.

14. My uncle owns a 58 Chevy.

15. Why didnt you go to the basketball game?

Hyphens, Parentheses, Brackets, and Dashes

Hyphens

- 15u.** Use a hyphen with compound numbers from *twenty-one* to *ninety-nine* and with fractions used as modifiers.

When you write out compound numbers from *twenty-one* to *ninety-nine*, be sure to use a hyphen. When a fraction comes before the word it modifies, use a hyphen. If the fraction is used as a noun, do not use a hyphen.

EXAMPLES This name has **twenty-two** letters! [The compound number *twenty-two* is written with a hyphen.]

Put in **three-fourths** cup of water. [The fraction *three-fourths* is used to modify the noun *cup*. The fraction is hyphenated.]

I ate **one half** of the apple. [The fraction *one half* is not being used as a modifier. It is not written with a hyphen.]

- 15v.** Use a hyphen with the prefixes *all-*, *ex-*, *great-*, and *self-* and with the suffixes *-elect* and *-free* and with all prefixes before a proper noun or proper adjective.

When most prefixes and suffixes are added to words, no hyphen is necessary between the word and the prefix or the suffix. However, the prefixes and suffixes listed above always need a hyphen.

EXAMPLES **all-knowing** [The prefix *all-* always needs a hyphen.]

president-elect [The suffix *-elect* always needs a hyphen.]

mid-July [The prefix *mid-* needs a hyphen because it comes before the proper noun *July*]

EXERCISE A Insert hyphens where they are needed in the following word groups.

Examples 1. seventy-six trombones [Seventy-six is a compound number that always needs a hyphen.]

2. my great-grandmother [The prefix *great-* always needs a hyphen.]

- | | |
|--|-----------------------------------|
| 1. one half teaspoon of salt [Does the fraction come before the word it modifies?] | 5. one and one half cups of flour |
| 2. self confidence [Does the prefix <i>self-</i> need a hyphen?] | 6. forty five red balloons |
| 3. all American | 7. mid June |
| 4. fifty two of my classmates | 8. eighty eight boxes |
| | 9. ex secretary |
| | 10. static free |

Parentheses, Brackets, and Dashes

- 15x.** Use parentheses to enclose material that is added to a sentence but is not considered of major importance.

Parentheses are used to tell the reader that the information enclosed is not important but might be interesting or useful to know. Do not enclose important information in parentheses.

EXAMPLE On Independence Day (July 4), we celebrate our nation's birthday. [The writer has included additional information inside parentheses. The information is not necessary to understand the statement.]

- 15y.** Use brackets to enclose an explanation or added information within quoted or parenthetical material.

EXAMPLES The mayor's assistant announced, "He [Mayor Malone] will meet with the Governor tomorrow." [The information in brackets tells who *He* is. The assistant did not speak the words *Mayor Malone*. The writer added the information.]

The first president of the company (Norma Kerr [1966–1972]) will be the guest of honor. [The information in brackets adds extra information to the information already in parentheses.]

- 15z.** Use a dash to indicate an abrupt break in thought or speech.

Dashes, like parentheses, are used to set off extra information. Dashes are usually considered stronger or more forceful than parentheses. When you want the reader to notice the additional information, use dashes instead of parentheses.

EXAMPLE This is the best—I mean the *very* best—soup I've ever tasted! [The writer interrupts the sentence to add additional information. The writer wants the reader to notice the additional information.]

EXERCISE B The following sentences need parentheses, dashes, or brackets. Correct each sentence by inserting the punctuation mark indicated.

Example *brackets* 1. The witness said, "I saw him [the accused man] run away from the building." [The words *the accused man* were not part of the witness's quoted statement. The writer added these words to explain who *him* is.]

parentheses 11. The construction took twelve years 1950–1962. [Which extra information is not required to understand the sentence?]

dashes 12. My favorite jacket I've had it for five years is ruined!

brackets 13. My report is about the poet E. E. Cummings (Edward Estlin Cummings 1894–1962).

parentheses 14. The green truck it's old but comfortable is easy to drive.

dashes 15. I will be ready for the presentation I promise! next Tuesday.

Words with *ie* and *ei*

16a. Write *ie* when the sound is long *e*, except after *c*.

The long *e* sound is what you hear in words such as *tree*, *chief*, and *please*.

16b. Write *ei* when the sound is not long *e*, especially when the sound is long *a*.

The long *a* sound is what you hear in words such as *skate*, *freight*, and *bay*.

EXAMPLES	<i>i</i> before <i>e</i>	<i>ei</i> after <i>c</i>	<i>ei</i> pronounced <i>ay</i>
	belief	perceive	neighbor
	field	conceive	freight
	niece	deceit	weigh
	chief	ceiling	vein
	shield	receive	sleigh
	yield	receipt	eight
	piece	conceit	reign
	achieve		

TIP If you are having trouble with the above guidelines, it is always good to remember the old rhyme: *i* before *e*, except after *c* (or when pronounced *ay*, as in *neighbor* and *weigh*).

EXERCISE A Circle the word in parentheses that is spelled correctly in each of the following sentences.

Examples 1. Sophie (believes, *beleives*) she will make the volleyball team. [The sound is a long *e*, and the letters do not follow *c*, so the correct spelling is *believes*.]

2. Steve, my (*nieghbor*, neighbor), collects antique cars. [The sound is a long *a*, pronounced *ay*, so the correct spelling is *neighbor*.]

1. My (*friends*, *freinds*) and I have read all of the books in that series. [Do the letters follow *c*? Are the letters pronounced *ay*?]
2. Bethany smiled for the cameras as she (*recieved*, *received*) her award. [Do the letters follow *c*? Are the letters pronounced *ay*?]
3. Queen Elizabeth I was the (*riegning*, *reigning*) queen of England from 1558 to 1603.
4. How much do those oranges (*wiegh*, *weigh*)?
5. Olympic athletes work very hard to (*achieve*, *acheive*) their goals.
6. The (*windshield*, *windsheild*) was already cracked when we bought the car.
7. As the (*frieght*, *freight*) train slowly passed, I wondered where it was going.
8. (*Thier*, *Their*) truck is parked near Gate 14.

9. Dust and plaster fell from the (*cieling, ceiling*) as the workers stomped around upstairs.
10. My mother likes to collect (*foriegn, foreign*) coins.

TIP Because there are so many exceptions to spelling rules, it is always a good idea to use a dictionary if you are not sure how to spell a word.

EXERCISE B Circle the word in parentheses that is spelled correctly in each of the following sentences.

- Examples** 1. The Knights of the Round Table were celebrating with (*thier, their*) friends. [The letters are pronounced *ay*, so the correct spelling is *their*.]
2. Suddenly, a (*fierce, feirce*) green giant rode into the hall on his green horse. [The letters are not pronounced *ay*, so the correct spelling is *fierce*.]
11. (*Wielding, weilding*) an ax, the giant challenged the knights: "Strike me with this ax now, and you will receive one strike from me next year." [Do the letters follow *c*? Are the letters pronounced *ay*?]
12. Finally, Sir Gawain, whose (*chief, cheif*) virtue was bravery, accepted the challenge. [Do the letters follow *c*? Are the letters pronounced *ay*?]
13. He picked up the (*wieghty, weighty*) ax and, in one swing, lopped off the green giant's head.
14. The next year, Sir Gawain dressed in his suit of armor and polished his lance and (*shield, sheild*).
15. His (*nieghbors, neighbors*) hoisted him onto his horse, Gringolet.
16. Gringolet, carrying this heavy (*frieght, freight*), set out on the long journey.
17. At night, Sir Gawain slept in a snowy (*field, feild*).
18. Finally, the castle of the green giant came into (*view, veiw*).
19. "I (*believe, beleive*) I am ready," said Gawain, as he kneeled before the giant.
20. If you want to read the final (*piece, peice*) of this story, you can find it in *Sir Gawain and the Green Knight*.

Prefixes and Suffixes

Prefixes

A *prefix* is a letter or a group of letters added to the beginning of a word to change its meaning.

16d. When adding a prefix to a word, do not change the spelling of the word itself.

EXAMPLES un + clear = **unclear** mis + spell = **misspell** dis + respect = **disrespect**

EXERCISE A Add the prefix to the word for each of the following items. Write the new word on the line provided.

Examples 1. over + done = overdone [Adding the prefix *over* does not change the spelling of the word *done*.]

2. un + lucky = unlucky [Adding the prefix *un* does not change the spelling of the word *lucky*.]

1. in + correct = _____ [Does adding the prefix *in* change the spelling of the word *correct*?]

4. un + wrap = _____

5. dis + lodge = _____

6. re + arrange = _____

2. dis + please = _____ [Does adding the prefix *dis* change the spelling of the word *please*?]

7. il + legal = _____

8. un + known = _____

9. im + mature = _____

3. semi + circle = _____

10. dis + respect = _____

16f. Drop the final silent *e* before adding a suffix beginning with a vowel.

A silent *e* is not pronounced when you say the word.

EXAMPLES bite + ing = **biting** move + ed = **moved** insure + able = **insurable**

16g. Keep the final silent *e* before adding a suffix beginning with a consonant.

EXAMPLES hope + less = **hopeless** lone + some = **lonesome**

EXERCISE B Add the suffix to the word for each of the following items. Write the new word on the line provided.

Examples 1. remove + al = removal [The suffix begins with the vowel *a*, so the final silent *e* is dropped.]

2. arrange + ment = arrangement [The suffix begins with the consonant *m*, so the final silent *e* is kept.]

for **CHAPTER 16: SPELLING** **pages 416–419** *continued*

11. like + able = _____ [Does the suffix begin with a vowel or a consonant?]
12. care + less = _____ [Does the suffix begin with a vowel or a consonant?]
13. manage + ment = _____
14. approve + al = _____
15. practice + ing = _____
16. lone + some = _____
17. private + ly = _____
18. ride + ing = _____
19. hope + ful = _____
20. date + ed = _____

- 16j.** Double the final consonant before adding a suffix beginning with a vowel if the word (1) has only one syllable or has the accent on the last syllable and (2) ends in a single consonant preceded by a single vowel.

Common suffixes that begin with vowels are *-ing*, *-ed*, *-er*, and *-est*.

EXAMPLES hot + est = **hottest** begin + er = **beginner**

EXERCISE C Add the suffix to the word for each of the following items. Write the new word on the line provided.

- Examples** 1. refer + ed = referred [The accent is on the last syllable, and the word ends in a single consonant following a single vowel. The consonant *r* is doubled.]
2. sleep + ing = sleeping [The word is only one syllable, and it ends in a single consonant. But the final *p* follows a double vowel, *ee*, so the *p* is not doubled.]

21. prefer + ed = _____ [Which syllable is accented in this two-syllable word? Does the word end in a single consonant following a single vowel?]
22. scatter + ed = _____ [Which syllable is accented in this two-syllable word? Does the word end in a single consonant following a single vowel?]
23. leap + ing = _____
24. ship + ing = _____
25. outfit + ed = _____
26. hunt + ed = _____
27. win + er = _____
28. bait + ed = _____
29. omit + ing = _____
30. meet + ing = _____

Plurals of Nouns

Most nouns can be made plural simply by adding *–s* to the end of the word.

SINGULAR	violin	trio	flower	Smith
PLURAL	violins	trios	flowers	Smiths

Some nouns are made plural by adding *–es* to the end of the word.

SINGULAR	bench	dress	tomato	Sanchez
PLURAL	benches	dresses	tomatoes	Sanchezes

TIP Say the words quietly to yourself. If the plural word has one more syllable than the singular word has, the plural word is probably spelled with *–es*. A syllable is a word part that can be pronounced as one uninterrupted sound.

EXAMPLE The singular word *dress* has one syllable. The plural word *dresses* has two syllables: *dress • es*. The plural word *dresses* is formed by adding *–es* to the singular word *dress*.

EXERCISE A Write the plural form of each of the following words on the line provided.

Examples 1. subway subways [The plural *subways* has the same number of syllables as the singular *subway*. The plural is formed by adding *–s*.]

2. stitch stitches [The plural *stitches* has one more syllable than the singular *stitch*. The plural is formed by adding *–es*.]

- | | |
|--|--------------------|
| 1. bugle _____ [Does the plural form have the same number of syllables as the singular, or does the plural form have one more syllable?] | 3. couch _____ |
| 2. ranch _____ [Does the plural form have the same number of syllables as the singular, or does the plural form have one more syllable?] | 4. tricycle _____ |
| | 5. dish _____ |
| | 6. binocular _____ |
| | 7. idea _____ |
| | 8. lunch _____ |
| | 9. kiss _____ |
| | 10. defect _____ |

The plurals of some nouns are formed in different ways. Many words that end in *–y* form the plural by changing the *y* to *i* before adding *–es*. If the final *–y* follows a vowel, keep the *–y* and add *–s*.

SINGULAR	sky	injury	colony	joy	highway
PLURAL	skies	injuries	colonies	joys	highways

for **CHAPTER 16: SPELLING** pages 420–422 *continued*

Some nouns change in other ways to form the plural. A few nouns do not change at all to form the plural.

SINGULAR	child	mouse	louse	pliers	sheep
PLURAL	children	mice	lice	pliers	sheep

REMINDER If you are not sure how to spell the plural of a word, look the word up in the dictionary. Keep in mind that many dictionaries will only show the plural form of a word if the plural is not formed simply by adding *-s*.

EXERCISE B Write the plural form of each of the following words on the line provided.

Examples 1. thief thieves [The *f* in *thief* changes to *v*, and then *-es* is added to form the plural.]

2. tooth teeth [The singular *tooth* changes to *teeth* to form the plural.]

- | | |
|---|--------------------|
| 11. knife _____ [Do any letters in <i>knife</i> change before <i>-s</i> is added to form the plural?] | 15. shelf _____ |
| 12. moose _____ [Does this word change to form the plural, or does it stay the same in the plural?] | 16. wife _____ |
| 13. roof _____ | 17. wildlife _____ |
| 14. life _____ | 18. Japanese _____ |
| | 19. scissors _____ |
| | 20. woman _____ |

EXERCISE C Each of the following words is a plural form. On the line provided, write the singular form of each word.

Examples 1. stretches stretch [The letters *-es* were added to the word *stretch* to make the plural form.]

2. tries try [The *y* in *try* was changed to *i*, and then *-es* was added to make the plural form.]

- | | |
|---|--------------------|
| 21. potatoes _____ [What letters were added to make this plural form?] | 25. lice _____ |
| 22. selves _____ [What letter was changed before adding <i>-es</i> to make this plural form?] | 26. trout _____ |
| 23. tires _____ | 27. catches _____ |
| 24. men _____ | 28. injuries _____ |
| | 29. deer _____ |
| | 30. pliers _____ |

Words Often Confused A

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

already [adverb] *previously*

Maryann has **already** finished her book report.

all ready [adjective] *all prepared*

The students in the hall are **all ready** to take the exam.

altogether [adverb] *entirely*

The fireworks display was **altogether** too noisy for Jimmy.

all together [adjective] *in the same place*

The children are **all together** on the picnic blanket.

[adverb] *at the same time*

The actors on the stage bowed **all together**.

EXERCISE A Circle the word or words in parentheses that will complete the sentence correctly.

Examples 1. The actors have rehearsed and are (all ready, *already*) to begin the play. [The actors are *prepared* to begin the play. The correct answer is *all ready*.]

2. By the time the Smiths arrived, the play had (*all ready*, already) begun. [The play had begun *before* the Smiths arrived. The correct answer is *already*.]

1. Roger had awakened, and it was (*already*, *all ready*) time to leave. [Is the meaning *previously*, or is the meaning *all prepared*?]

2. Winters in the North are (*altogether*, *all together*) too cold for some people. [Is the meaning *entirely*, or is the meaning *in the same place* or *at the same time*?]

3. Kim, Josh, and Rudy were (*already*, *all ready*), but the others were late.

4. The radio playing, along with the television, is (*altogether*, *all together*) too distracting.

5. There are (*all together*, *altogether*) too many billboards along our highways.

6. The school bus had (*all ready*, *already*) left by the time Jacob got there.

7. Sometimes it is important for a family to do things (*all together*, *altogether*).

8. The tour group tumbled out of the bus, but the museum had (*already*, *all ready*) closed.

9. We were (*already*, *all ready*) to go when the bell rang.

10. The choir director instructed us to sing (*all together*, *altogether*).

for **CHAPTER 16: SPELLING** pages 424–427 *continued*

brake [noun] *a device to stop a machine*
My bicycle has two sets of **brakes**.

break [verb] *to fracture; to shatter*
“If you **break** it, you buy it.”

choose [verb, rhymes with *whose*] *to select*
George had to **choose** between carpentry and mechanics.

chose [verb, past tense of *choose*; rhymes with *grows*] *selected*
George **chose** to study carpentry.

cloths [noun] *pieces of fabric*
Sylvia polished the silver with soft **cloths**.

clothes [noun] *wearing apparel*
Stan wanted to wear his best **clothes**.

EXERCISE B Circle the word in parentheses that will complete the sentence correctly.

Examples 1. Grandma tears up old shirts to make cleaning (*clothes*, *cloths*). [The meaning is *pieces of fabric*, so the correct answer is *cloths*.]

2. The front (*break*, *brake*) on my bicycle is working now. [The meaning is *a device to stop a machine*, so the correct answer is *brake*.]

11. Jeanne promised that this year she would (*break*, *brake*) her old record. [Is the meaning *to fracture; to shatter*, or is the meaning *a device to stop a machine*?]
12. Please (*choose*, *chose*) one of these questions to answer. [Is the verb a present tense form or a past tense form?]
13. There is an old saying, “(*Clothes*, *Cloths*) make the man,” but do they?
14. Kathleen (*choose*, *chose*) to go to the community college.
15. My mother said I must wear my best (*cloths*, *clothes*) for the photograph.
16. Finally, it is my turn to (*choose*, *chose*) which movie we will see.
17. Last month my sister (*choose*, *chose*) a romantic comedy.
18. Johnny was lucky not to (*break*, *brake*) the glass.
19. The mechanic told my father that our truck needs a new set of (*brakes*, *breaks*).
20. The bus driver (*choose*, *chose*) the wrong street and had to drive around the block.

Words Often Confused B

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

coarse [adjective] *rough; crude*

The cornmeal was too **coarse** for the recipe.

course [noun] *path of action; unit of study; route* [also used in the expression of *course*]

The fishing boat was blown off **course** by the storm.

Of **course** you may go with them.

desert [noun, pronounced *des' • ert*] *a dry, sandy region*

Saguaro cactus grows in the Arizona **desert**.

desert [verb, pronounced *de • sert'*] *to abandon; to leave*

Vacationers **desert** the beach during rainy weather.

dessert [noun, pronounced *des • sert'*] *a sweet, final course of a meal*

My favorite **dessert** is strawberries and cream.

TIP A way to remember how to spell *dessert* is to pretend that the extra *s* stands for *sweet*.

hear [verb] *to receive sounds through the ears*

My mother can **hear** a pin drop.

TIP Remember that we **hear** with our **ears**.

here [adverb] *in this place*

It is easy to hear the speaker from **here**.

EXERCISE A Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Examples 1. My sister needs to complete only one more (*coarse*, *course*) to receive her degree.

[The meaning is *a unit of study*, so the correct word is *course*.]

2. The (*desert*, *dessert*) was included in the price of the meal. [The meaning is *the sweet, final course of a meal*, so the correct word is *dessert*.]

1. If you listen carefully, you can (*hear*, *here*) the individual instruments. [Is the meaning *to receive sounds through the ears*? Or is the meaning *in this place*?]

2. Did the captain (*dessert*, *desert*) the ship? [Is the meaning *the sweet, final course of a meal*? Or is the meaning *to abandon; to leave*?]

for **CHAPTER 16: SPELLING** pages 427–430 *continued*

3. The Gila monster, a poisonous lizard, lives in the (*dessert, desert*) regions of the Southwest.
4. Meet us (*here, hear*) in one hour.
5. In the past, many people wore clothing made from (*coarse, course*) homespun cloth.
6. After Thanksgiving dinner, there were many (*deserts, desserts*) from which to choose.
7. The wolf can (*here, hear*) the pack howling in the distance.
8. Our instructor should know which (*coarse, course*) of action to take.
9. The gravel on the road is very (*coarse, course*).
10. (*Here, Hear*) we are at last!

lead [verb, rhymes with *feed*] *to go first; to be a leader*

Our school band will **lead** the parade.

led [verb, past tense of *lead*] *went first*

General Ulysses S. Grant **led** the Union army.

lead [noun, rhymes with *red*] *a heavy metal; graphite used in a pencil*

Lead, a heavy metal, is no longer used in water pipes.

loose [adjective, rhymes with *moose*] *not securely attached; not fitting tightly*

The little boy would soon lose his **loose** baby tooth.

lose [verb, rhymes with *whose*] *to suffer loss*

Whether they win or **lose**, all the children will receive prizes.

EXERCISE B Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. Every winter I (lose, loose) one glove. [The meaning is *to suffer loss*, so the correct word is *lose*.]

11. He will (*led, lead*) the band next year. [Is the meaning *go first* or *went first*?]
12. The pants were too (*loose, lose*) on me, so I returned them.
13. The family (*led, lead*) a quiet life in a small town.
14. After its injury healed, we let the squirrel (*loose, lose*).
15. The colored sections of the stained glass window are held together by (*led, lead*).

Words Often Confused C

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

passed [verb, past tense of *pass*] *went by*
She **passed** the store every day.

past [noun] *that which has gone by*
In the **past**, people could only dream of flying.

[preposition] *beyond*
A bird flew swiftly **past** the window.

[adjective] *ended*
Computers were invented in the **past** century.

peace [noun] *security and quiet order*
Many enjoy the **peace** and quiet of a library.

piece [noun] *a part of something*
The glass bowl broke into dozens of **pieces**.

TIP Here is a way to remember the difference between *peace* and *piece*. You eat a **piece** of **pie**.

EXERCISE A Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. In the (past *passed*), trains were powered by steam engines. [The meaning is *that which has gone by*. The correct word is *past*.]

1. The puzzle had five hundred (*peaces*, *pieces*). [Is the meaning *security and quiet order*, or is the meaning *a part of something*?]
2. Over the (*passed*, *past*) two months, it has rained every weekend.
3. Our vacation (*past*, *passed*) by too quickly.
4. The United Nations was formed in 1945 to promote world (*piece*, *peace*).
5. The sprinters ran (*past*, *passed*) the finish line.

for **CHAPTER 16: SPELLING** **pages 431–434** *continued*

principal [noun] *the head of a school*

Our **principal** spoke to us in the auditorium.

[adjective] *main; most important*

The **principal** reason for recycling is to save resources.

TIP▶ To remember the spelling of *principal*, remember that the **principal** is your **pal**.

principle [noun] *a rule of conduct; a main fact or law*

The basic **principle** of the Constitution is freedom.

If you want to go to college, you should learn the **principles** of grammar.

to [preposition] *in the direction of; toward*

[also used before the root form of a verb, such as *to be* or *to have*]

Devon went **to** Nepal last summer.

He wanted **to** climb Mt. Everest.

too [adverb] *also, more than enough*

Trevor wants to learn skydiving, **too**.

Skydiving seems **too** dangerous to me.

two [noun] *cardinal number between one and three*

I ordered **two** of those calendars.

[adjective] *one more than one*

A fortnight is a period of **two** weeks.

EXERCISE B Circle the word in parentheses in each of the following items that will complete the sentence correctly.

Example 1. The movie begins at (*to, too, two*) o'clock. [The meaning is the number *two*.]

6. The first (*principle, principal*) of medicine is to do no harm. [Is the meaning *the head of a school; main; most important*; or is the meaning *a rule of conduct; a main fact or law*?]
7. After twenty years as the school (*principle, principal*), Mr. DeMarco is retiring.
8. Joey wanted (*to, too, two*) stay up with his big brother.
9. The waiter brought plates that were (*too, to, two*) hot to touch.
10. Electronic components and automobiles are (*principal, principle*) exports of Japan.

Common Errors Review

Common Usage Errors

Be sure that you proofread each writing assignment before you turn it in. Errors in your writing can confuse and distract your readers. Readers may form a poor impression of a writer who makes careless errors. Look for mistakes, especially in the following areas:

Do subjects and verbs agree?

Are modifiers in the correct form?

Do pronouns and antecedents agree?

Are modifiers placed correctly?

Are verb forms and tenses correct?

Is usage appropriate for audience and purpose?

After you make corrections or changes, read your writing again. Sometimes a change you make will create a new problem in another part of your writing.

EXERCISE A The following items contain common errors in usage. Review the list of problem areas above and correct the errors. Use proofreading marks to make your corrections.

Example 1. For my father's birthday last year, my sister, my brother, and ~~me~~ ^I ~~plan~~ ^{ned} a special dinner. [The pronoun *me* is part of the compound subject and should be changed to *I* because *I* is the subject form of the pronoun. The words *last year* tell you that the events in the sentence took place in the past. The verb form should be the past tense, *planned*, not the present tense, *plan*.]

1. The three of we will serve roast chicken, rice, carrots, and salad. [Is the pronoun in the correct case?]
2. We went to the store and buyed all the ingredients. [Are irregular verbs in the correct form?]
3. My sister washed the chicken careful and put her in the roasting pan.
4. My brother, whom only is nine years old, scrubbed the carrots and washed the lettuce.
5. I measured the rice, poured them into a saucepan, and putted the lid on the pan.
6. When that there chicken was near finished, we started the carrots and the rice.
7. Humming and singing to himself, the table was set by my brother.
8. Soon we worked good together, and dinner was ready.
9. Their father was so surprised that he couldn't hardly talk.
10. All of us thought that the food was the deliciousest that we had ever ate.

Common Mechanics Errors

When you write, always check your capitalization, punctuation, and spelling. Use a dictionary if you are not sure of a spelling or a word division. Make sure you haven't confused two words that sound alike but are spelled differently. These details make a big difference in your writing! Look for errors in the following areas, too:

- Does every sentence begin with a capital letter?
- Are all proper nouns capitalized?
- Does every sentence end with an appropriate end mark?
- Have you placed commas where they are needed?
- Are direct quotations and titles capitalized and punctuated correctly?
- Are words spelled and divided correctly?

EXERCISE B The following paragraph contains errors in mechanics. Correct the errors in capitalization, punctuation, and spelling. Use proofreading marks to make your corrections.

Example 1. As far as we know, the passenger pigeon, a bird that once inhabited the Eastern part of north america, is extinct. [The words *a bird that once inhabited the eastern part of North America* should be set off by commas. The word *eastern* refers to a direction, not a region, and should not be capitalized. The words *North America* should be capitalized because they name a continent. The sentence is a statement and should end with a period.]

11. When john james audubon the well known artist and naturalist observed a migrating flock in 1813 he tried to count the birds [What words should be capitalized? Where should commas go? What end mark is needed?]
12. according to Audubon the pigeons continued to fly overhead for 3 days
13. Passenger pigeons were commercially hunted for their meat in the 1800s by 1850 several thousand people were involved in hunting and processing the birds
14. Fewer birds were seen after 1870 and the last known passenger pigeon who's name was martha died in the cincinnati zoo in 1914.
15. How could such a common bird have become extinct in about one Century

ANSWER KEY

Chapter 1: The Parts of a Sentence, pp. 1–8

Sentence or Sentence Fragment? pp. 1–2

EXERCISE A

Some end marks may vary.

1. Six apples had been placed in the bowl.
2. We have already discussed that story.
3. My pen leaked all over my paper!
4. A dozen white candles were burning in the dark fireplace.
5. What should we finish first?

EXERCISE B

6. *F*
7. *S*
8. *F*
9. *F*
10. *S*

EXERCISE C

11. ^H have you ever been to another state.?
12. ~~in the exact center of the hotel lobby~~
13. ^C call Stacey, Clint, Heather, and Victor.
14. ~~paddling around the shallow pool~~
15. ^S save some of your allowance.!

The Subject, pp. 3–4

EXERCISE A

1. Has my letter from Grandmother arrived?
2. I am the oldest of five brothers.
3. Some of the Mayan buildings from that time survived.
4. Mary noticed a bit of fur behind the shrub.
5. Can you name all of the Seven Wonders of the World?

EXERCISE B

6. The two girls from the chess club gave a speech to the class.
7. Is the bicycle with the graphite frame yours?
8. Colorful flowers nodded in the breeze.

9. Is maple a hardwood?

10. Out of the forest and into the bright sunlight stepped a deer.

EXERCISE C

11. Two of the kittens had six toes on each foot.
12. Everybody on the bus laughed.
13. A huge swan of ice and a bowl of fruit sat in the middle of the table.
14. One of the girls in the band made a good suggestion.
15. Red and green apples tumbled to the floor.

The Predicate, pp. 5–6

EXERCISE A

1. Wash the dishes in the sink, please.
2. A metal staircase led to the roof.
3. The drill press was encircled by a yellow line on the floor.
4. Our treasurer and the board of directors met.
5. Were you on the committee?

EXERCISE B

6. Carl shut the window tightly.
7. Has the storm passed?
8. Gabriella caught the ball!
9. Please hand me the dictionary.
10. The new building was quickly completed.

EXERCISE C

11. This keyboard plug does not match our port.
12. We smashed the rock and saw brilliant lavender crystals inside.
13. Consider the alternatives but do make a decision.
14. Have the geese flown south for the winter yet?
15. This company will pack, wrap, label, and ship your package.

Classifying Sentences by Purpose, pp. 7–8**EXERCISE A**

1. IMP
2. DEC
3. IMP
4. DEC
5. DEC
6. IMP
7. IMP
8. DEC
9. DEC
10. IMP

EXERCISE B

11. EXC
12. INT
13. EXC
14. EXC
15. INT
16. EXC
17. INT
18. EXC
19. INT
20. INT

Chapter 2: Parts of Speech Overview, pp. 9–18

The Noun, pp. 9–10

EXERCISE A

1. Jenna slid the pocketbook into the drawer.
2. Save your money for a rainy day.
3. Oh, no! The pigs have knocked the fence down again.
4. Is Kendra planning on a career in technology?
5. Mr. Jenson is a teacher at Jefferson High School.

EXERCISE B

6. Our Niceville Tennis Club meets every Saturday for two hours at these courts.
7. A string of diamonds glittered in the window of the shop.
8. The Atlas Mountains border on the Sahara.
9. Mrs. Chase gave a party for our class at Riverside Middle School.
10. Do you know the stories of King Arthur and his knights?

EXERCISE C

- C 11. team
- A 12. joy
- C 13. pencil
- A 14. kindness
- C 15. group
- C 16. Empire State Building
- C 17. house
- C 18. fingernail
- C 19. choir
- A 20. intensity

The Pronoun, pp. 11–12

EXERCISE A

1. The singers warmed up their voices before the show.
2. Dr. Ito said, "Where did I put my glasses?"
3. When you are finished, please put the book back on the shelf where you found it.
4. Steve, did you finish your art class at the community college yet?
5. Nelson and I laughed when we saw the remote-controlled car jump over the ramp.

EXERCISE B

6. When Deb and Roland ran for the student council, they both won.
7. What a good speaker she was!
8. Jennifer Gonzales just said, "I would like to volunteer at the clothing drive this weekend."
9. Because the cat was sleepy, it took its nap after dinner.
10. Justin asked his uncle to check the spark plugs and change them.

EXERCISE C

- _____ 11. Will Rosa be playing first violin tonight, or will she be out of town?
- _____ 12. The moon has craters on its surface.
- none 13. What is black and white and read all over?
- _____ 14. During the ceremony, the president himself cut the ribbon.
- _____ 15. Kangaroos carry their young in a special pouch.

**Reflexive and Intensive Pronouns,
Demonstrative Pronouns, and Interrogative
Pronouns, pp. 13–14**

EXERCISE A

- REF 1. The biggest squirrel kept the best food for itself.
- REF 2. Give yourself some credit, brother.
- REF 3. Juanita reminded herself to drink plenty of water before the soccer game.
- INTEN 4. Actually, the motor itself is fine.
- INTEN 5. My grandfather himself made this chair for Mom many years ago.

EXERCISE B

- DEM 6. Manuel, isn't this our homework assignment?
- INTER 7. What, of all things, is a zeppelin?
- DEM 8. Actually, these are rather cool math problems.
- DEM 9. However did you think of that?
- INTER 10. Who let the cat out?
- INTER 11. Which of them looks better on me?
- DEM 12. Yes, those are the boxes for the sale.
- INTER 13. Whose are these coins on the floor?
- DEM 14. Where on earth did you find that, Kyle?
- INTER 15. Whom has the coach chosen this time?

Relative and Indefinite Pronouns, pp. 15–16

EXERCISE A

1. Is that article about the person who invented the safety pin?
2. Locate the control key, which should be pressed with S.
3. A valve controls the water that flows into the reservoir.
4. Ladies and gentlemen, here is the man whom you have been waiting for all evening!
5. Wow! Those flamenco dancers must wear out every pair of shoes that they own.

EXERCISE B

6. Wasn't Belva Ann Bennett Lockwood the first woman who pled cases to the Supreme Court?
7. We studied the architect's model, which had been constructed of foam board.
8. Tina is the one whom we selected.
9. The boat that has the red sail is theirs.
10. Did first prize go to the science project that you and I liked best?

EXERCISE C

11. Many of our English words come from other languages.
12. Each day, more of these words are added to the language.
13. No one knows all of them.
14. Everybody knows some, however.
15. Several came from Native Americans.
16. The Spanish language gave names to some of our cities.
17. Can you name any?
18. The French have contributed much as well.

19. Each of these loanwords teaches us more about the world.
20. The growth of the English language can be stopped by nothing.

Adjectives, pp. 17–18

EXERCISE A

1. Who put an empty carton in the refrigerator?
2. Five goldfish swam around one lonely snail.
3. Those children will run across the playground.
4. A sticky substance had been spilled on the laboratory table.
5. The clear light of the sea dazzled the weary sailors.
6. Get that wet, dirty dog off this clean floor!

7. A dozen elephants seemed happy in the muddy, shallow lake.
8. Few people understand every word in a Shakespearean play, Sharon.
9. Have you ever seen an electric violin?
10. The bay was rough and choppy on the stormy day.

EXERCISE B

11. Several frogs lived in the pond with some fish.
12. Please raise a hand if you would like to volunteer.
13. Cool and dark were the secret caverns.
14. A furry little dog barked at us through the screen door.
15. Can you eat with Japanese chopsticks?

Chapter 3: Parts of Speech Overview, pp. 19–28

The Verb, pp. 19–20

EXERCISE A

1. is
2. painted
3. completed
4. copied
5. Is
6. pictures
7. looked
8. are
9. seems
10. captured

EXERCISE B

11. He is the youngest in the family.
12. How lucky you always are!
13. I should have used a coupon.
14. Those strawberries certainly do smell good.
15. Posters of sports cars lined the walls of his room.
16. Shall we go to the Natural Science Museum on Saturday?
17. During the performance, no one will be admitted late.
18. She will study chemistry.
19. Have you ever been to the Grand Canyon?
20. I must have been sleeping at the time.

Action Verbs and Linking Verbs, pp. 21–22

EXERCISE A

1. Yoko wrote a short story about her cat.
2. Have you visited your aunt lately?
3. I often daydream about the beach.
4. How long did the trip last?
5. I always remember my family's birthdays.

6. My dog had been digging holes in the backyard.
7. Rick will be taking piano lessons this summer.
8. Will you return this book to the library today?
9. Have you thought about the topic for your science project?
10. Cedric understood the importance of good study habits.

EXERCISE B

11. The jazz band's performance was wonderful!
12. Mrs. Abraham's class seems enthusiastic about the upcoming science fair.
13. That book has become a classic.
14. My father is a nurse.
15. That poster of the waterfall has always been my favorite.
16. Are you a member of the newspaper staff?
17. The falling rain sounds pleasant.
18. The grandfather clock had been a gift from her great-aunt.
19. Will pine needles stay green forever?
20. The baby looks sleepy.

The Adverb, pp. 23–24

EXERCISE A

1. Our team always gives one hundred percent.
2. What an exceptionally cool room you have!
3. The vegetable dish was quite good.
4. The diamonds glittered brilliantly in the moonlight.
5. Today, we will view some of Pablo Picasso's greatest works.

6. This shade of red seems almost pinkish to me.
7. Yes, you are absolutely correct.
8. Do you live nearby?
9. A rather strong wind had blown the sailboat off its course.
10. Call me tonight.

EXERCISE B

11. Jeremy was very late to karate practice.
12. They walked slowly through the science exhibit.
13. Didn't you win the essay writing contest?
14. The new theater has been open nearly two months.
15. Where did you go for spring break?
16. At the beach, the sunsets are incredibly beautiful.
17. The school nurse is always cheerful.
18. I suddenly changed my mind.
19. Don't forget about the math test!
20. Stack all the books here, please.

The Preposition, pp. 25–26

EXERCISE A

1. across
2. on
3. to
4. along
5. Without
6. by
7. After

8. with
9. on
10. around

EXERCISE B

11. in front of
12. in, of
13. along, up
14. on account of
15. off
16. instead of
17. out of
18. about, in
19. According to, of
20. for

The Conjunction and the Interjection, pp. 27–28

EXERCISE A

1. and
2. but
3. but
4. or
5. so

EXERCISE B

6. Both . . . and
7. either . . . or
8. Not only . . . but also
9. Neither . . . nor
10. whether . . . or

EXERCISE C

11. Aha
12. well
13. Aw
14. Wow
15. Hey

Chapter 4: Complements, pp. 29–36

Recognizing Complements, pp. 29–30

EXERCISE A

1. Jim received a postcard from a friend in Colorado.
2. Send me a copy of the photograph.
3. Yes, those strategy games can seem very complex.
4. Paula is my sister, Jim.
5. May I offer you a glass of water?

EXERCISE B

6. Then I made lunch for the whole family.
7. Be careful with those boxes.
8. Samuel reads his book quietly before class.
9. The baby certainly looks happy and healthy.
10. Tom will make a good impression at the competition.
11. My mother knows something about astronomy.
12. Please show the blueprints and other plans to Mr. Sanchez.
13. We admired the stars in the night sky.
14. Learn these Latin roots and Greek roots by Monday.
15. Felicia is practicing the guitar in her room.

Objects of Verbs: Direct Objects, Indirect Objects, pp. 31–32

EXERCISE A

1. We decorated the patio with pottery.
2. Does the red tile match the pottery?
3. They recently built a fountain in the center of the garden.

4. Goldfish eagerly ate insects and bits of food on the surface.
5. Has a photographer taken pictures of the pool and garden?

EXERCISE B

6. Ruby wrote her aunt and uncle a thank-you note.
7. Mom knit the baby a blue blanket.
8. Did the judge give Julio and Tina their blue ribbons?
9. Send Grandpa his birthday present on Monday.
10. Reuben handed her a set of chopsticks.

EXERCISE C

11. No book can match a real garden.
12. My grandmother made me a wreath of flowers and vines.
13. I hung my wreath on my bedroom door at home.
14. Grandmother's garden attracts many visitors.
15. We are building Grandmother's garden a bench.

Predicate Nominatives, pp. 33–34

EXERCISE A

1. In Ireland, the longest river is the River Shannon.
2. A huge model train is my grandfather's hobby.
3. One of the main reasons for the move was the need for more space.
4. Isn't that song "The Battle Hymn of the Republic"?
5. You cannot be everything to everyone.

6. One of Aaron Copland's most famous musical works is Appalachian Spring.
7. The only one left was he.
8. This five should have been a two.
9. These are some of the maps of that time.
10. Shanghai is an industrial center in China.

EXERCISE B

11. The best store at the mall is probably Trivial Trinkets or The Mystery Tour.
12. Even after thirty years, he was still a detective and consultant.
13. Dinner will be the leftovers from last night.
14. The only tools necessary are a half-inch wrench and a flat-head screwdriver.
15. Her main interests are horses, books, and art.
16. Maria Montessori was a doctor and an innovative educator.
17. Aunt Donna is a world traveler but also a devoted Californian.
18. This is a painting by Pablo Picasso.
19. Wasn't his father a surgeon?
20. The chairperson will be Eric Dunn, Amber Johnson, you, or I.

Predicate Adjectives, pp. 35–36

EXERCISE A

1. Your grasp of French is excellent for your age.
2. Their home was not accessible from the highway.

3. That stone is very shiny.
4. Does something smell sweet to you?
5. In a breeze, the wind chimes sound cheerful.
6. The castle on stage appeared real in the soft light.
7. Stay calm and remain in your seats.
8. I have not always been so tall.
9. How happy we were on that first sunny day of spring!
10. This beach looks good to me.

EXERCISE B

11. The car was fast but unreliable.
12. Aren't those cell phones delicate and expensive?
13. The boxes were practically full.
14. The work was hard but necessary.
15. Does their accent sound Spanish or Portuguese to you?
16. Our dog is gentle and very friendly.
17. Your request sounds reasonable and interesting.
18. The students were happy about the field trip.
19. Our burros had been steady and swift on the canyon trail.
20. How quick and easy this math problem was!

Chapter 5: The Phrase, pp. 37–46

The Phrase, pp. 37–38

EXERCISE A

1. NP
2. P
3. P
4. NP
5. P
6. NP
7. NP
8. P
9. NP
10. P
11. P
12. NP
13. NP
14. P
15. P
16. NP
17. NP
18. NP
19. P
20. NP

EXERCISE B

21. NP
22. P
23. P
24. NP
25. NP
26. P
27. NP
28. P
29. NP
30. P

The Prepositional Phrase, pp. 39–40

EXERCISE A

1. Snowflakes swirled around my family.
2. Your estimate was right on the mark.
3. Far into the night they worked.

4. Mrs. Thomas, do you have a book about stars and planets?
5. Someone with a camcorder could tape the show.

EXERCISE B

6. The paragraph after this one explains everything.
7. Jered tied the laces of his shoes.
8. Yes, the house down the street is his.
9. The path through the forest was well marked.
10. I've written everyone except Grandma and Grandpa thank-you notes.

EXERCISE C

11. Would you jump off the high dive?
12. On most afternoons, she practices piano.
13. Does she come home on holidays?
14. Before breakfast, Marco usually helps his mother.
15. Are you curious about the surprise?

The Participle and the Participial Phrase, pp. 41–42

EXERCISE A

1. A stacked pile of wood stood next to the back door.
2. We need written confirmation of our reservations.
3. Please put the book on the painted bookshelf.
4. The sound of running water was pleasant.
5. Blistering heat forced the hikers into the shade.
6. Have you sent your elected officials a letter about your concerns?
7. Everyone watched the prancing horses and their riders.

8. We gave the young actors a standing ovation.
9. Is their specialty baked goods?
10. The next scheduled train should be here any moment.

EXERCISE B

11. Listening intently, I heard several changes in her voice.
12. Fold two eggs beaten with milk into the mixture.
13. Her dream car was a convertible painted blue.
14. Topping the bright package, the ribbon curled and bounced.
15. We stayed in a room decorated with jungle scenes.
16. The deer returned to her baby cuddled in the grass.
17. He became an engineer known throughout the world.
18. Above us, soaring with perfect ease, a bald eagle circled.
19. Did you read the new book written by Gary Paulsen?
20. Puzzled by the noise, we just waited outside.

The Infinitive and the Infinitive Phrase, pp. 43–44

EXERCISE A

1. The baby wasn't so difficult to please.
2. Larry, the lawn needs to grow.
3. To succeed takes faith in oneself and the world.
4. This song is really not hard to play, Bill.
5. It's too soon to tell.

6. Since fourth grade, her one goal has been to fly.
7. Now is the time to decide!
8. To write, one must think.
9. Am I the last to know?
10. In this race Tom Harold is the one to watch.

EXERCISE B

11. What's the best way to take notes in class?
12. To learn fine carpentry, you should study with an expert.
13. Would you like to become a biologist?
14. It's somewhat early to predict the election results.
15. Be the first to sign up for our new club!
16. It's too hot to play soccer.
17. To learn Spanish well is one of my goals.
18. The senators asked for time to discuss the matter.
19. I just called to tell you about the party this weekend.
20. The explorers' purpose was to blaze a trail for others.

Appositives and Appositive Phrases, pp. 45–46

EXERCISE A

1. The track coach, Mrs. Terry, runs with the team on Fridays.
2. The Appalachian Trail runs through this area, Shenandoah National Park.
3. Sorry, but the only ones still available are these, the leftovers.
4. Careful and precise was the lab assistant, Jane.
5. I would like to introduce our mayor, Mr. Carlos Winter.
6. To what does the word californium refer?

-
7. Surely, they, the founders, would agree.
 8. Have you read the novel Hatchet?
 9. If you students can assist us, please call our toll-free number.
 10. This play, A Raisin in the Sun, has endured.

EXERCISE B

11. Thank our sponsor, the very generous Gadgets Company.
12. I'm inviting everyone, every family at Hideaway Apartments.
13. Charlotte Forten, a famous African American educator in the nineteenth century, was published in *Atlantic Monthly*.
14. We must study and protect these, the only traces of that mysterious civilization.
15. The research team needs an assistant, someone with a background in chemistry.
16. A student of classical music, Nina Simone made popular music her realm.
17. Frankincense, a substance from African or Asian trees, has been a valuable item for more than two thousand years.
18. Honor and a sense of duty, those are the qualities of a great leader.
19. Harry gave me his new number, a cell phone out of this area code.
20. The best one, the only practical product on the market, is our Widget 3000.

Chapter 6: The Clause, pp. 47–50

Subordinate Clauses: The Adjective Clause, pp. 47–48

EXERCISE A

1. NS
2. S
3. NS
4. S
5. NS
6. S
7. NS
8. S
9. S
10. S

EXERCISE B

11. I even remember the day when it first opened.
12. That day was one that will be remembered around here for a long time.
13. Maria, whom Grandma employs as a manager, is my sister-in-law.
14. Maria has just hired Tony, whose daughter goes to school with me.
15. Grandma's shop caters to anybody who needs a great haircut.
16. After school, I sometimes have a snack at Ozzie's Restaurant, which is next door.
17. It is on a street where there are a lot of offices.
18. Ozzie is a well-known man, whose soup and sandwiches draw people from all around town.
19. People like everything that he makes.
20. Some people who have heard of Ozzie's delicious food come from far away.

Subordinate Clauses: The Adverb Clause, pp. 49–50

EXERCISE A

1. S
2. NS
3. S
4. NS
5. S

EXERCISE B

6. Our plane will be early unless there is a delay.
7. Faster than anyone could have imagined, information travels around the world.
8. Curious because the package rattled noisily, the cat ripped the paper off.
9. Until I had Mr. Johnson's class, I never appreciated classical music.
10. Tomorrow, when I have more information, I'll call you.
11. If you have balloons, I can make balloon animals.
12. Do those little pink lilies bloom whenever it rains?
13. The motor will be ruined unless it has oil.
14. Move quickly so that everyone can be served.
15. You'll be healthier if you eat properly.

Chapter 7: Sentence Structure, pp. 51–54

Simple Sentences and Compound Sentences, pp. 51–52

EXERCISE A

1. Tiny, colorful stalls lined the street.
2. Hadn't he ever been to a play before?
3. The sound system was not working.
4. The CDs in that music store were all on sale.
5. Could you pour me a glass of water?

EXERCISE B

6. Jane took the sheet of paper and wrote her address on it.
7. Suddenly, the horse saw the visitors and galloped away.
8. Red and yellow catch the eye and would be great colors for the cover of our yearbook.
9. Would San Francisco or Los Angeles be the better site for a convention?
10. The spectators cheered and waved at the team.

EXERCISE C

11. S
12. C
13. C
14. S
15. C

Complex Sentences and Compound-Complex Sentences, pp. 53–54

EXERCISE A

1. Are there any toys here that would be
suitable for a two-year-old?
2. The plant has operated more safely since the
new design has been in place.
3. Some scientists argue that the earth once had
only one land mass, which later broke apart.
4. The cardinals were particularly cautious
because their nest was nearby.
5. You can become someone whom people
look up to and admire.
6. That student sings well although he is only
a five-year-old.
7. When the world was young, dinosaurs
roamed the earth.
8. The Omaha, whose lands centered in
Nebraska's northeast quarter, have much in
common with the Ponca.
9. Unless there is a cancellation, the earliest
appointment is February 12 at 10:30 A.M.
10. People who live in Algeria use a unit of
currency that is known as the centime.

EXERCISE B

11. CD-CX
12. CX
13. CX
14. CD-CX
15. CD-CX

Chapter 8: Agreement, pp. 55–64

Agreement of Subject and Verb, pp. 55–56

EXERCISE A

1. catches
2. Is
3. says
4. reminds
5. suggests

EXERCISE B

6. have
7. hope
8. plan
9. prefer
10. know

EXERCISE C

11. does
12. have
13. Do
14. has
15. has

Subject-Verb Agreement: Compound Subjects, pp. 57–58

EXERCISE A

1. have
2. are
3. Do
4. was
5. watch

EXERCISE B

6. spends
7. Is
8. calls
9. harms
10. rides

EXERCISE C

11. Neither my parents nor the children (*does, do*) every daily chore.
12. Either my mom or my dad (*cooks, cook*) dinner each night.

13. My brother and I often (*cleans, clean*) the kitchen afterward.

14. (*Is, Are*) Ana or Nick responsible for the recycling bins?

15. Usually, my older brother or my parents (*shops, shop*) for groceries.

Agreement with Indefinite Pronouns, pp. 59–60

EXERCISE A

1. keeps
2. prevents
3. is
4. Has
5. looks

EXERCISE B

6. enjoy
7. do
8. Do
9. are
10. have

EXERCISE C

11. Most of my friends (*starts, start*) their day with a toothbrush and toothpaste.
12. Some of my sandwich (*has, have*) fallen onto the floor.
13. (*Doesn't, Don't*) all of the students enjoy their lunch?
14. More of the salad (*has, have*) been eaten.
15. All of the men in my family (*shaves, shave*) regularly.

Pronoun-Antecedent Agreement A, pp. 61–62

EXERCISE A

1. its
2. he
3. his
4. she
5. her

EXERCISE B

6. their
7. them
8. their
9. they
10. them

EXERCISE C

11. their
12. her
13. their
14. his
15. her

Pronoun-Antecedent Agreement B, pp. 63–64**EXERCISE A**

1. his or her
2. its

3. her
4. his or her
5. its

EXERCISE B

6. their
7. them
8. their
9. them
10. their

EXERCISE C

11. it
12. their
13. its
14. its
15. their

Chapter 9: Using Verbs Correctly, pp. 65–70

Regular and Irregular Verbs, pp. 65–66

EXERCISE A

1. offered
2. supposed
3. tasted
4. walking
5. counted

EXERCISE B

6. built
7. lost
8. became
9. begun
10. sent

EXERCISE C

11. put
12. sold
13. fallen
14. spoke
15. cost

Tense, pp. 67–68

EXERCISE A

1. past
2. present
3. present perfect
4. present
5. present perfect

EXERCISE B

6. future perfect
7. future
8. past perfect
9. future perfect
10. past perfect

EXERCISE C

11. was running
12. will visit
13. took
14. will have earned
15. has designed

Sit and Set, Rise and Raise, Lie and Lay, pp. 69–70

EXERCISE A

1. set
2. sitting
3. sat
4. setting
5. set

EXERCISE B

6. risen
7. raise
8. rose
9. raises
10. rising

EXERCISE C

11. Lay
12. lying
13. lay
14. laid
15. lain

Chapter 10: Using Pronouns Correctly, pp. 71–76

The Forms of Personal Pronouns A, pp. 71–72

EXERCISE A

1. N
2. P
3. O
4. N
5. O

EXERCISE B

6. he and I
7. I
8. they
9. You and I
10. He and she

EXERCISE C

11. they
12. he and I
13. he
14. I
15. she

The Forms of Personal Pronouns B, pp. 73–74

EXERCISE A

1. her and me
2. him
3. you and me
4. them
5. us

EXERCISE B

6. her
7. them
8. us
9. me
10. them

EXERCISE C

11. them
12. you and him
13. me
14. him
15. me

EXERCISE D

Answers may vary.

16. his
17. Our
18. theirs
19. Mine
20. your

Special Problems in Pronoun Usage, pp. 75–76

EXERCISE A

1. whom
2. Whom
3. whoever
4. Who
5. whom

EXERCISE B

6. we
7. her
8. us
9. We
10. her

EXERCISE C

11. themselves
12. himself
13. himself
14. themselves
15. himself

Chapter 11: Using Modifiers Correctly, pp. 77–86

Forms of Modifiers, pp. 77–78

EXERCISE A

- ADJ 1. The children were happy to see their grandparents.
- ADJ 2. Does this sweater look red to you?
- ADV 3. I can barely read the writing on the billboard.
- ADV 4. The scientist handled the fossil delicately.
- ADJ 5. Is that novel interesting?
- ADV 6. Bobby Fischer played chess extremely well.
- ADV 7. If you look carefully, you can see faint drawings on the walls of the cave.
- ADJ 8. Alan and his teammates seemed ready for the game.
- ADV 9. The road was dangerously close to the edge of the cliff.
- ADJ 10. The library at the end of the street is old.

EXERCISE B

- ADJ 11. Please bring me a glass of water.
- ADV 12. After the applause ended, the curtain fell.
- ADV 13. During the Middle Ages, few people could read.
- ADJ 14. Rene, whose parents are from Brazil, plays on my soccer team.
- ADJ 15. Will you introduce me to the person who spoke first?

Degrees of Comparison, pp. 79–80

EXERCISE A

- comparative
- comparative
- superlative
- superlative
- positive

EXERCISE B *Some answers may vary.*

POSITIVE	COMPARATIVE	SUPERLATIVE
6. small	<u>smaller</u>	<u>smallest</u>
7. doubtful	<u>more doubtful</u>	<u>most doubtful</u>
8. dramatic	<u>more dramatic</u>	<u>most dramatic</u>
9. hard	<u>harder</u>	<u>hardest</u>
10. steady	<u>steadier</u>	<u>steadiest</u>

Regular and Irregular Comparison of Adjectives and Adverbs, pp. 81–82

EXERCISE A

- more peaceful
- more carefully
- most unusual
- sooner
- longest

EXERCISE B

- better
- most
- less
- farther
- better
- more
- worst
- best
- most
- best

Placement of Modifiers A, pp. 83–84

EXERCISE A

Answers will vary. Sample responses are provided.

- Because Alberto was nervous, his heart pounded faster.
- The rock star signed autographs for us devoted fans.

3. Working for four years, Michelangelo painted the ceiling of the Sistine Chapel.
4. Did you find any petrified wood while you were walking through the forest?
5. Christopher Marlowe and William Shakespeare were two famous authors who were born at almost the same time.

EXERCISE B

6. We found some old letters written by my uncle inside a shoe box.
7. The children stood and waved to the airplane flying in the street. *or* The children stood . . . in the street.
8. Put the bowl on the table of cherries.
9. Above the city, crowds of people watched the professional sky divers floating.
10. Is the woman your aunt with the white blouse?

Placement of Modifiers B, pp. 85–86

EXERCISE A

Sentences will vary.

1. *A Life in the Theater* is a play about a teacher and a student written by David Mamet.
A Life in the Theater, written by David Mamet, is a play about a teacher and a student.
2. Researching on the Internet, several interesting facts were found.
Researching on the Internet, the students found several interesting facts.

3. Stranded on the island, a boat rescued the shipwreck survivors.
A boat rescued the shipwreck survivors who were stranded on the island.
4. Confused by the patient's symptoms, more tests were ordered.
Confused by the patient's symptoms, the doctor ordered more tests.
5. Several documents were discovered by historians written in the eighteenth century.
Historians discovered several documents that were written in the eighteenth century.

EXERCISE B

6. The purse is red that she bought.
7. Our friend Nancy lives in New Jersey, whom we met several years ago.
8. Drew knows a lot about computers, whose father designs software.
9. The movie was filmed in 1950 that we watched last night.
10. Our visit to Yellowstone National Park was the best part of our vacation, which is the oldest national park in the United States.

Chapter 12: A Glossary of Usage, pp. 87–92

Glossary of Usage A, pp. 87–88

EXERCISE A

1. a lot
2. isn't
3. a
4. except
5. a lot

EXERCISE B

6. bring
7. between
8. could have
9. takes
10. among
11. between
12. Where
13. among
14. take
15. should have

Glossary of Usage B, pp. 89–90

EXERCISE A

1. good
2. less
3. good
4. themselves
5. fewer
6. well
7. themselves
8. fewer
9. well
10. himself

EXERCISE B

11. why
12. its
13. somewhat
14. somewhat
15. rather
16. It's
17. why
18. its
19. rather
20. it's

Glossary of Usage C, pp. 91–92

EXERCISE A

1. than
2. those
3. their
4. then
5. there
6. those
7. They're
8. than
9. their
10. There

EXERCISE B

11. try to
12. This
13. Whose
14. Try to
15. who's
16. You're
17. Who's
18. that
19. your
20. you're

Chapter 13: Capital Letters, pp. 93–106

First Words; Letter Salutations and Closings; The Pronoun I, pp. 93–94

EXERCISE A

1. Jack asked “do you want to go swimming tomorrow?”
2. the planet Mercury is closest to the sun.
3. my brother and I visit my grandparents’ farm every summer.
4. “Bring your swimsuit and a towel,” said Rita.
5. how handsome you look in the tuxedo!
6. “apples are my favorite fruit,” said Michael.
7. her aunt lives in New York.
8. the movie starts at eight o’clock.
9. Maria smiled and said, “you can borrow my book.”
10. my favorite poet is Robert Frost.

EXERCISE B

11. dear Mrs. Maxwell:
12. yours truly,
13. dear Mr. President:
14. with warmest regards to your family,
15. dearest Sally and James,

EXERCISE C

16. i’d like to read that book.
17. Do you remember when i hit the home run?
18. Mark and i will blow up the balloons.
19. Don’t forget that i’ve got homework to do.
20. Tina said, “i remembered to bring an extra pencil.”

Proper Nouns and Common Nouns, pp. 95–96

EXERCISE A

1. May 10, 2009
2. my older brother John

3. Emily Dickinson
4. New Mexico
5. Saturday
6. my cat Groucho
7. a country in Europe
8. Mr. Matthews
9. George Washington
10. the United States of America

EXERCISE B

11. john f kennedy
12. my sister-in-law kate
13. his brother’s dog, misty
14. florence nightingale
15. d. d. daniels
16. my best friend’s parrot, coco
17. henri matisse
18. amy tan
19. edward r reynolds
20. nina’s new kitten, smokey

Proper Nouns A, pp. 97–98

EXERCISE A

1. Jesse wants to travel to australia.
2. Those fish live in the amazon river.
3. My great-grandparents came from japan.
4. We went hiking in redwood national park.
5. Is that store located on broad street?
6. Denver is the capital city of colorado.
7. The blue ridge mountains are really beautiful.
8. How deep is the grand canyon?
9. I know that rhode island is the smallest state.
10. Have you ever traveled in the northwest?

EXERCISE B

11. My brother will attend iIdahostate university next year.
12. Every state elects two members to the United States senate.
13. Is your dentist a member of the american dental association?
14. We visited my grandfather at columbia hospital.
15. She was invited to talk to the arizona historical society.
16. The school's soccer team is called the blue eagles.
17. Isn't your sister joining the air force?
18. How many countries are members of the united nations?
19. The bank is insured by the Federal Deposit Insurance Corporation (fdic).
20. The playoff game between the bobcats and the pirates is tonight.

Proper Nouns B, pp. 99–100**EXERCISE A**

1. World War II
2. Olympic Games
3. Reconstruction
4. Texas State Fair
5. Labor Day

EXERCISE B

6. My cousin's wife is costa rican.
7. Last year we studied the history of the hopi.
8. The final game was between the swedes and the norwegians.
9. This book contains short biographies of famous african americans.
10. Did you read this article about the bosnians?

EXERCISE C

11. USS *O*maha
12. Kleenex
13. Chevrolet truck
14. *T*om *T*humb, a steam locomotive
15. Monopoly

Proper Nouns C, pp. 101–102**EXERCISE A**

1. Could you give me directions to the national air and space museum?
2. My father works at tylor memorial hospital.
3. That movie won several academy awards.
4. The presidential medal of freedom is our nation's highest civilian award.
5. The golden gate bridge is beautiful at sunset.

EXERCISE B

6. Many episcopalians use the book of common prayer in their services.
7. The period called tent begins on ash wednesday.
8. In islam, ramadan is a month-long period of fasting.
9. The ancient native religion of Japan is shinto.
10. In ancient Greece, hera and athena were important goddesses.

EXERCISE C

11. The largest of saturn's moons is titan.
12. Another name for polaris is north star.
13. The largest of all the planets in our solar system is jupiter.
14. The big dipper is a well-known constellation.
15. The andromeda galaxy is a spiral galaxy near our solar system.

School Subjects and Proper Adjectives, pp. 103–104

EXERCISE A

1. In Choir III, we are singing complicated rounds.
2. Are you going to Spanish or Geometry?
3. I would like to take Latin, but it is not available until high school.
4. What are you reading for Social Studies?
5. My brother has registered for chemistry and Biology.
6. Did he already take general science 101?
7. In our Journalism class, we are taking photographs for the yearbook.
8. The tryouts for concert band II are tomorrow.
9. What time does your Algebra class begin?
10. My electives this semester are Art and music.

EXERCISE B

11. American
12. Africa
13. Texan
14. Spain
15. Mexican
16. Japan
17. Asian
18. Florida
19. French
20. Israel

Titles of Persons and Creative Works, pp. 105–106

EXERCISE A

1. Sam will introduce the speaker, major Tom Jefferson.

2. Does your Grandmother live with your family?
3. My Cousin Nate works for the city water department.
4. Has mr. Reynolds published his book yet?
5. Our special guest is Phil Price, an assistant to the Mayor.
6. My Dentist has an office in that building.
7. Uncle Ralph and aunt Sarah are coming for Thanksgiving.
8. Did mom ride the bus to work today?
9. That is dr. Samuels, the President of our college.
10. Be sure to thank granddad for the birthday present.

EXERCISE B

11. the old man and the sea, by Ernest Hemingway
12. Robert Penn Warren, who wrote all the king's men
13. Walt Whitman's poem "a noiseless patient spider"
14. vertigo, a film directed by Alfred Hitchcock
15. all the verses of "the star-spangled banner"
16. a character in the comic strip hugar the horrible
17. old episodes of star trek on television
18. one of Shakespeare's plays, amidsummer night's dream
19. the three musicians, a painting by Picasso
20. business news in the wall street journal

Chapter 14: Punctuation, pp. 107–112

Commas with Compound Sentences, pp. 107–108

EXERCISE A

1. My dad can usually repair anything, but a minor leak turned into a major crisis.
2. The kitchen faucet had been dripping for a week, so he drove to the hardware store for supplies.
3. He turned off the water supply first, and then he began to loosen the faucet with a wrench.
4. Unfortunately, the old faucet was rusted, and it broke in half.
5. Dad did not want to drive back to the hardware store, nor did he want to spend money on a new faucet.
6. The store was closing, yet the owner helped Dad find the parts.
7. Dad installed the new faucet carefully, for it had cost a lot of money.
8. He opened the cabinet and turned on the water, and then disaster struck.
9. Water shot out of the pipe, but Dad quickly turned it off.
10. Dad was frustrated and soaking wet, so he called a plumber.

EXERCISE B

11. My sister orders chicken with broccoli, but she doesn't like sticky rice.
12. Leo makes wonderful enchiladas, yet he never uses a cookbook.
13. Melba is a vegetarian, so she always brings her lunch to school.
14. Thomas enjoys Italian food, and his favorite dish is eggplant parmesan with extra garlic.
15. Roderick and his four-year-old sister Tara would not eat the shrimp, so they had second helpings of rice and vegetables.
16. Should I choose pork with cabbage, or should I try the chicken with snow peas?
17. The chicken baked with curried rice tasted wonderful, yet it was easy to prepare.

18. He didn't have a snack this afternoon, for he wanted to save his appetite for dinner.
19. The desserts look tempting, but I'd rather have a piece of fruit.
20. We could sit at the table near the window, or we could eat outside on the patio.

Commas with Sentence Interrupters and Introductory Elements, pp. 109–110

EXERCISE A

1. Beverly chose to write about politics, her favorite topic.
2. Of course, this will be your last opportunity.
3. Tammy, who is only five feet tall, scored the final points.
4. The old elevator, the one with polished brass doors, rattled as it descended.
5. John F. Kennedy, the thirty-fifth president of the United States, was assassinated on November 22, 1963.
6. My plan, however, is to become a doctor.
7. The Japanese art of flower arranging, *ikebana*, requires study and practice.
8. Are you going to the store, Phillip?
9. Craig, a master archer, took careful aim.
10. The trees have been infected by oak wilt, a deadly fungus.

EXERCISE B

11. No, I don't think you should paint your room dark purple.
12. After a long day at school, I sometimes like to take a short nap.
13. Eager to meet the new girl in class, Crystal pretended to need a pencil.
14. In one part of the city, the houses are more than one hundred years old.
15. To finish the project on time, Jody worked all weekend.
16. Whenever Jack goes to the swimming pool, he always puts on sunscreen.
17. Why, I didn't know you would be in this class, too!
18. When the rain started, Carol realized her book was still outside.

19. Before we looked at the exhibits, the curator told us about the museum's collections.
20. Yes, everyone has turned in a permission slip.

Semicolons and Colons, pp. 111–112

EXERCISE A

1. I like tea ____;____ I don't like coffee.
2. Rory likes biographies ____;____ LaCresha prefers mysteries.
3. LaCresha likes mysteries _____. Rory lost his book.
4. Thor is the Norse god of thunder ____;____ Neptune is the Roman god of the sea.
5. Neptune is the Roman god of the sea _____. Jonathan likes mythology.

EXERCISE B

6. I bought the following items at the grocery store: milk, bread, lettuce, and avocados.

7. Michael shopped for new school supplies: a binder, pens, a calculator, and a package of notebook paper.
8. Here's a list of things to do on a rainy day: read, take a nap, go to the library, clean your room.
9. Among the plants in Virginia's garden are the following: tomatoes, onions, peppers, and beans.
10. Everyone needs to bring one of these food items to the potluck dinner: vegetables, fruit, dessert, salad, bread, or a casserole.

EXERCISE C

11. Dear Ms. Kline:
12. *An Anthropologist at Work: Writings of Ruth Benedict*
13. Dear Sir or Madam:
14. I usually wake up by 6:30 a.m.
15. Today's first reading is Genesis 9:12–17.

Chapter 15: Punctuation, pp. 113–122

Underlining (Italics), pp. 113–114

EXERCISE A

1. Have you ever seen Gone with the Wind?
2. The musical West Side Story is based on a play by Shakespeare.
3. We saw that musical after we read Romeo and Juliet.
4. I am reading The Heart Is a Lonely Hunter, by Carson McCullers.
5. My sister likes to watch re-runs of The Brady Bunch.
6. Almost everyone in the class has finished The Red Badge of Courage.
7. Many people are familiar with Edvard Munch's painting The Scream.
8. My mother and father always watch Washington Week in Review.
9. Jean Craighead George has written many books, including Julie of the Wolves.
10. I have seen The Sound of Music many times.

EXERCISE B

11. We made sleeper car reservations on the Southwest Chief.
12. Clipper ships like the Flying Cloud could sail across the Atlantic Ocean in less than two weeks.
13. The train called the Coast Starlight travels from Los Angeles to Seattle.
14. For my project, I built a model of the Santa Maria, one of Columbus's ships.
15. The Soviet Union launched Sputnik, the first artificial satellite, in 1957.

EXERCISE C

16. I can't tell if this number is a 5 or a 6.
17. What does the abbreviation etc. mean?
18. How many times did I say well during my speech?
19. Some people cross their 7's.
20. Change the y to i and add es.

Quotation Marks A, pp. 115–116

EXERCISE A

1. Kim said, "Meet me at two o'clock."
2. "What time does the play start?" asked Mary.
3. Richard said, "I want a glass of water."
4. Miguel jumped up and shouted, "Goal!"
5. "Do you think the plane will be on time?" Rita asked her father.

EXERCISE B

6. Ralph said, "That book is not in our library."
7. "What is the answer," asked Mrs. Mitchell, "to the second question?"
8. "Can you list," asked Tina, "the colors of the rainbow?"
9. "Bring a towel," said Karen. "We might go swimming after the picnic."
10. Sam said, "You can borrow my bike."
11. "Please take out your books," said Mr. Jones, "and turn to page 109."
12. My father said, "Don't forget to lock the door."
13. "It was really cold last night," said James. "The roads were icy."
14. "We can meet," said Nick, "at my house."
15. "My cat sleeps all day," said Anna, "and plays all night."

EXERCISE C

16. I
17. D
18. D
19. D
20. I

Quotation Marks B, pp. 117–118

EXERCISE A

- [1] “What can I get for you?” asked the server.
[2] “I’d like an order of toast and the cantaloupe. I’d also like a glass of orange juice.”
[3] “Do you want whole wheat, white, or rye toast? [4] Do you want a large glass of orange juice or a small glass?” [5] “Bring me a large glass of orange juice and whole wheat toast, please.”

EXERCISE B

6. “The Raven” is a poem by Edgar Allan Poe.
7. We learned to sing “Follow the Drinking Gourd” last year.
8. The article titled “Tiger Sharks” has some interesting information.
9. My favorite short story is “The Gift of the Magi” by O. Henry.
10. The name of that *Star Trek* episode was “Resurrection.”

EXERCISE C

11. Rita complained, “The high notes in ‘The Star-Spangled Banner’ are too high for me!”
12. Carol said, “I’ve read the story ‘The Necklace’ three times.”
13. Cole asked, “Did the teacher say, ‘Read all of chapter 12?’”
14. “The counselor said, ‘The deadline for the contest is next Thursday.’” said Mr. Norman.
15. “I’m sure that Mom said, ‘I’ll leave the key under the doormat.’” said Steve.

Apostrophes, pp. 119–120

EXERCISE A

- singers’
- machine’s
- mice’s
- neighbor’s
- birds’

EXERCISE B

- hers
- everybody’s
- their
- your
- each other’s

EXERCISE C

- Don’t forget to send me a postcard.
- Who’s going to the concert tonight?
- Jeremy isn’t feeling well today.
- My uncle owns a ’58 Chevy.
- Why didn’t you go to the basketball game?

Hyphens, Parentheses, Brackets, and Dashes, pp. 121–122

EXERCISE A

- one-half teaspoon of salt
- self-confidence
- all-American
- fifty-two of my classmates
- one and one-half cups of flour
- forty-five red balloons
- mid-June
- eighty-eight boxes
- ex-secretary
- static-free

EXERCISE B

- The construction took twelve years (1950–1962).
- My favorite jacket—I’ve had it for five years—is ruined!
- My report is about the poet E. E. Cummings (Edward Estlin Cummings [1894–1962]).
- The green truck (it’s old but comfortable) is easy to drive.
- I will be ready for the presentation—I promise!—next Tuesday.

Chapter 16: Spelling, pp. 123–134

Words with *ie* and *ei*, pp. 123–124

EXERCISE A

1. friends
2. received
3. reigning
4. weigh
5. achieve
6. windshield
7. freight
8. Their
9. ceiling
10. foreign

EXERCISE B

11. Wielding
12. chief
13. weighty
14. shield
15. neighbors
16. freight
17. field
18. view
19. believe
20. piece

Prefixes and Suffixes, pp. 125–126

EXERCISE A

1. incorrect
2. displease
3. semicircle
4. unwrap
5. dislodge
6. rearrange
7. illegal
8. unknown
9. immature
10. disrespect

EXERCISE B

11. likable
12. careless
13. management
14. approval

15. practicing
16. lonesome
17. privately
18. riding
19. hopeful
20. dated

EXERCISE C

21. preferred
22. scattered
23. leaping
24. shipping
25. outfitted
26. hunted
27. winner
28. baited
29. omitting
30. meeting

Plurals of Nouns, pp. 127–128

EXERCISE A

1. bugles
2. ranches
3. couches
4. tricycles
5. dishes
6. binoculars
7. ideas
8. lunches
9. kisses
10. defects

EXERCISE B

11. knives
12. moose
13. roofs
14. lives
15. shelves
16. wives
17. wildlife
18. Japanese
19. scissors
20. women

EXERCISE C

21. potato
22. self
23. tire
24. man
25. louse
26. trout
27. catch
28. injury
29. deer
30. pliers

Words Often Confused A, pp. 129–130**EXERCISE A**

1. already
2. altogether
3. all ready
4. altogether
5. altogether
6. already
7. all together
8. already
9. all ready
10. all together

EXERCISE B

11. break
12. choose
13. Clothes
14. chose
15. clothes
16. choose
17. chose
18. break
19. brakes
20. chose

Words Often Confused B, pp. 131–132**EXERCISE A**

1. hear
2. desert
3. desert
4. here
5. coarse
6. desserts
7. hear
8. course
9. coarse
10. Here

EXERCISE B

11. lead
12. loose
13. led
14. loose
15. lead

Words Often Confused C, pp. 133–134**EXERCISE A**

1. pieces
2. past
3. passed
4. peace
5. past

EXERCISE B

6. principle
7. principal
8. to
9. too
10. principal

Chapter 17: Correcting Common Errors, pp. 135–136

Common Errors Review, pp. 135–136

EXERCISE A

Some answers may vary.

1. The three of ^{us} ~~we~~ will serve roast chicken, rice, carrots, and salad.
2. We went to the store and ^{bought} ~~buyed~~ all the ingredients.
3. My sister washed the chicken careful^{ly} and put ^{it} ~~her~~ in the roasting pan.
4. My brother, whom ~~only is~~ ^{is} nine years old, scrubbed the carrots and washed the lettuce.
5. I measured the rice, poured ^{it} ~~them~~ into a saucepan, and put^{ted} ~~ted~~ the lid on the pan.
6. When ~~that there~~ ^{the} chicken was near^{ly} ~~ly~~ finished, we started the carrots and the rice.
7. ~~Humming and singing to himself, the table was set by my brother.~~ ^{My brother, humming and singing to himself, set the table}
8. ~~Soon~~ ^{we} worked ^{good} ~~good~~ together, and dinner was ready.
9. ~~Their~~ ^{Ours} father was so surprised that he couldn't hardly talk.
10. All of us thought that the food was ^{most} ~~delicious~~ that we had ever ^{eaten} ~~ate~~.

EXERCISE B

Some answers may vary.

11. When john james audubon the well-known artist and naturalist observed a migrating flock in 1813 he tried to count the birds.
12. according to Audubon the pigeons continued to fly overhead for ^{three} ~~3~~ days.
13. Passenger pigeons were commercially hunted for their meat in the 1800s by 1850 several thousand people were involved in hunting and processing the birds.
14. Fewer birds were seen after 1870 and the last known passenger pigeon ^{whose} ~~who's~~ name was martha died in the cincinnati zoo in 1914.
15. How could such a common bird have become extinct in about one ^{century} ~~Century~~?